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ABSTRACT

One hundred books, papers, and articles that were available from November 1973, to January, 1974, are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under the following subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Polish titles are followed by English translations and document annotations. The bibliography concludes with an index to authors and editors. (ND)

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Selected Bibliography of Polish Educational Materials

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time from November 1973 to January 1974.

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I. HISTORY OF EDUCATION

1. ARASZKIEWICZ, FELIKS: **Życie i działalność oświatowo-pedagogiczna Tadeusza Jana Łopuszańskiego.** (The Life and Activity of Tadeusz Jan Łopuszański). *Przegląd Historyczno-Oświatowy* 1973, No. 4, pp. 498–512. Rez. Sum.

   The article deals with the life and activity of the outstanding Polish educator, Tadeusz Jan Łopuszański. Łopuszański started his pedagogical activity as a school inspector in Cracow. Soon after he inhabited studies in the field of the comparative education (France, Great Britain and Germany). During the interwar period his educational activity was rich and varied. He had been head of a secondary school, he worked in the Department for Religious Beliefs and finally was appointed Minister of Education. Łopuszański is the author of a considerable number of publications, e.g. "The Work of the Secondary School in Poland", "The Teacher's Profession", etc. His interests concentrated on the reform of the general secondary school in Poland which, in his opinion, should give stronger emphasis to mathematics and science. He was a supporter of the idea of individualization. Some present-day educators call him a forerunner of the talent-hunt in Poland. The value of his ideas for the present-day educational system is analyzed in detail.

2. BARTNICKA, KALINA: **Wychowanie patriotyczne w szkołach Komisji Edukacji Narodowej.** (Patriotic Education in the Schools of the Commission for the National Education). PZWS, Warszawa 1973, 295 pp.

   The publication bears a popular scientific character and presents an outline of the patriotic education in schools supervised by the Commission for the National Education. A detailed analysis of the activities of the Commission lies beyond the scope of this book, although information is provided whenever it proved necessary to show the organizational background of the patriotic education in schools supervised by the Commission. The book contains a num-

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ber of excerpts from the writings of the time, both scientific and educational publications being quoted. Much attention is given to the attitude of the contemporary writers, educators, politicians and poets toward the ideals of the Commission for the National Education.

3. DROBNY, WŁADYSŁAW: **Karabin i książka. Polskie Liceum w Szwajcarii 1940–1944.** (The Gun and the Book. The Polish Lycée in Switzerland in the Years 1940–1944). MON, Warszawa 1973, 376 pp. il. tab. bibl.

The author presents a brief outline of the history of the 2nd Infantry Regiment which started the fight in France and was then interned in Wetzikon, Switzerland. On the initiative of the regiment commander the Polish Lycée in Switzerland was established with the aim to provide primary, secondary and higher education for the members of the Regiment. The author, head of the Lycée, discusses the legal acts concerning the structure and the budget of the Polish school, the organization of instruction, the teaching staff and the learners — all of them members of the Regiment. A separate chapter is devoted to the educational process in the Polish Lycée, i.e. to curricula, teaching plans, handbooks, teaching aids, examinations, etc. The cultural activity in the Lycée is also considered, attention being given to the Polish language teaching to Swiss learners, to the cooperation in writing the encyclopaedia entitled "Pologne 1919–1939" and to the educational aid to the women's camp in Switzerland. The last chapter describes how the educational work of the Polish Lycée was evaluated by school inspectors and by the learners. Information concerning the life and the professional activity of teachers and learners of the Polish Lycée in the Polish People's Republic is also included.

4. MARCZUK, JÓZEF: **Szkolnictwo średnie w Lublinie w latach 1918–1939.** (The Secondary Education in Lublin in the Years 1918–1939). *Przegląd Historyczno-Oświatowy* 1973, No. 4, pp. 513–526.

The article describes the organization of general education, vocational training and teacher training in the city

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of Lublin in the interwar period. General secondary education was provided in 12 eight-year schools enrolling grade IV graduates who successfully passed the entrance examination. The reform of 1932 introduced the six-year secondary school with differentiated science and humanities curricula. Secondary schools belonged to private owners, which considerably influenced the educational opportunity. The situation was gradually changing in the 30's, since the secondary schools were then embraced by the state supervision. Before World War II Lublin disposed of 15 secondary schools staffed by outstanding specialists and providing instruction of high quality. Vocational education was provided by 9 schools of building engineering, agriculture, trade, technology, industry and handicraft, 2 of them for girls only. Adolescents aged 15 to 18 were trained at vocational courses. Teachers were trained at five-year teachers colleges enrolling graduates from the seven-year primary school. The majority of students were peasant origin. The curricula for the teachers colleges were carefully designed and the colleges were staffed by the best educators and psychologists in the country, thus contributing to a high level of education in the city of Lublin in the interwar period.

5. MAZUREK, STEFANIA: **Z dziejów tajnej oświaty polskiej na Śląsku Opolskim w latach II wojny światowej.** (The Polish Clandestine Education in Silesia during the Times of the 2nd World War). Instytut Śląski, Opole 1973, 135 pp.

The publication presents the history of the Polish clandestine education during the times of the Nazi occupation. The analysis pertains to the region of Silesia in the years 1939–1944. The book has been prepared on the basis of questionnaires, interviews, memoirs and archival material. The titles of the chapters are as follows: 1) Conditions of the clandestine educational activity in the region of Katowice and Opole during the Nazi occupation, 2) The specific character of the clandestine education in the region of Opole, 3) Reading as a most common form of education, 4) The clandestine "pedagogium" of the Western Territories in Warsaw, and 5) Curricula and the organization

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of schooling in the Western Territories in the light of the archives of the clandestine educational authorities.

6. MIĄSO, JÓZEF: **Łukasz Kurdybacha 1907–1972.** *Przegląd Historyczno-Oświatowy* 1973, No. 4, pp. 527–537, bibl.

Łukasz Kurdybacha, an outstanding Polish educator, was the Head of the Department for the History of Education at the Warsaw University. At the beginning of his career his interests concentrated on the history of Polish culture which was reflected in his publications entitled "Urbanus de Ripa Ubaldini" (1932), "The Bandellini Family in Lwów" (1936), "The Relations between Poland and Gdańsk in the 18th Century" (1936) and "The Poland's Right to the Sea" (1937). During the Nazi occupation he worked in Bucharest as the head of the cultural department for aid to Polish emigrants establishing Polish schools, managing emigrant educational institutions and organizing emigrant publishing houses. In the Polish People's Republic he started work as the head of the Department for the History of Education. He published numerous articles and studies from the history of education in the 16th, 17th and 18th century Poland. He also worked on the life and activities of Commenius. In 1956 he organized an international conference on Commenius in Leszno. The last period of his life was devoted to the Commission for the National Education, the first European Ministry of Education, established in Poland in the 18th century. The article contains a bibliography of Kurdybacha's publications.

7. MROZOWSKA, KAMILLA (ed.): **Na przełomie wieków. Studia z dziejów Komisji Edukacji Narodowej.** (Studies in the History of the Commission for the National Education). Ossolineum, Wrocław 1973, 267 pp. Rez. Sum. — Studia Pedagogiczne, Vol. 29.

"Studia Pedagogiczne" Vol. 29 is a publication containing four studies in the history of education. All of them are devoted to the 18th century educational system in Poland in general and to the activity of the first European Ministry of Education — the Commission for the National Education — in particular. W. M. Grabski discusses finan-

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cial aspects of schooling during the years 1773–1776. Attention is given to funds obtained in consequence of the liquidation of the Society of Jesus by the Four-Year-Parliament. All these funds were then transmitted to the Distributive Committees and to the Commission for the National Education. Cz. Majorek concentrates on the theory of handbook construction as viewed by the Commission for the National Education. An analysis is presented of opinions of outstanding educators participating in the activity of the Commission such as, for instance, G. Piramowicz, J. Śniadecki, and H. Kołłątaj. Also at length is discussed the activity of the Association for School Manuals which had been established on the initiative of the Commission for the National Education. J. Dybicz concentrates on the educational system in the Lithuanian and Russian territories. Emphasis is here given to the elements of tradition connected with the activity of the Commission for the National Education as reflected in the educational system. The last study by W. Kubiczek is devoted to the art education in the activity of the Commission.

8. MROZOWSKA, KAMILLA: **Pisma i projekty pedagogiczne doby Komisji Edukacji Narodowej.** (Pedagogical Writings and Drafts in the Activity of the Commission for the National Education). Ossolineum, Wrocław 1973, 376 pp. tabl. il.

In the introduction the author presents social, cultural and political changes which occurred in many societies in the age of the Enlightenment. Facts and documents are then analyzed which exerted strong influence on the formation of social and educational ideals in the 18th century Poland. Special significance is here ascribed to the rationalistic philosophical writings by English and French authors. Against the background of the Enlightenment in the Western countries K. Mrozowska presents the establishment of the Commission for the National Education and its main objective, i.e. the formation of a uniform system of schooling subjected to the centralized, national authority. The book is divided into four parts. Part 1 contains educational drafts which have been sent to the members of the Commission in answer to controversies over the shape of the national school system in the 18th cen-

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tury Poland. The most important concepts worked out by educators, politicians and writers are included. Part 2 contains documents issued by the Association for School Manuals, part 3 — fragments of primary school handbooks, and part 4 — an anthology of journalistic writings on the subject. In the final chapter the criteria are presented for the selection and gradation of the content.

9. STASIEWICZ-JASIUKOWA, IRENA (ed.): **Nowożytna myśl naukowa w szkołach Komisji Edukacji Narodowej.** (The Modern Educational Ideas in Schools of the Commission for the National Education). Ossolineum, Wrocław 1973, 278 pp. Rez.

The publication constitutes a collection of articles concerning the activity of the first European Ministry of Education, i.e. of the Commission for the National Education established in Poland in the 18th century. Irena Stasiewicz-Jasiukowa discusses the educational ideas of the Commission as reflected in handbooks written by the members of the Association for School Manuals which was ordinated to the Commission. Barbara Bieńkowska analyzes the curricula and handbooks in the field of mathematics and science. Czesław Majorek deals with the secondary education in the 18th century schools. Ryszard W. Wołoszyński concentrates on performances organized by the learners of schools supervised by the Commission, since yearly performances reflected the teaching content acquired during the school year. Jerzy Róziewicz presents the selection and gradation of the teaching content in the field of the civic education on the basis of the writings of Grzegorz Piramowicz, an outstanding 18th century educator. Kalina Bartnicka analyzes the same problem on the basis of the list of obligatory readings in primary and secondary schools of the 18th century. Irena Szybiak discusses the network of schools supervised by the Commission. The book has been published on the occasion of the 200th anniversary of the Commission for the National Education.

10. STRASZEWSKA, MARIA: **Harcerki 1939–1945.** (Girl-Guides. 1939–1945). PWN, Warszawa 1973, 560 pp. tab. bibl.

The publication presents the activity of the female group of the Polish Scout Organization during the times of the

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Nazi occupation 1939–1945. The author based her work on preserved archival material as well as on memoirs, questionnaires, interviews and conference materials. The corpus of documents made it possible to classify the activity of the Girl-Guides, including the educational and military tasks. First chapters of the publication present a general view of the structure and activity of the Polish Scout Organization in the years preceding the 2nd World War. Consideration is given to the educational ideals and to the forms of work in the organization. Successive chapters discuss the structure of the clandestine Scout Organization during the Nazi occupation, its distribution among the regions of the country as well as its social composition. Attention is given to the activity of Girl-Guides within the framework of the Resistance Movement. Stress is also laid on the educational activity in clandestine schools and at clandestine courses. The final part of the publication is devoted to outstanding women-leaders of the organization and to their fates in concentration camps of the Nazis. The book ends with a detailed description of the Girl-Quides' participation in the Warsaw Uprising of 1944.

11. SZYMAŃSKI, STANISŁAW: **Szkoła budownicza Antoniego Tyzenhausa.** (The Building School of Antoni Tyzenhaus). *Przegląd Historyczno-Oświatowy* 1973, No. 4, pp. 477–497. Rez.

The establishment of the building engineering school by Antoni Tyzenhaus, the Lithuanian Treasurer, was the first attempt at satisfying the needs of the growing building industry in the times of King Stanislaus. The school, established in 1772, was headed by an outstanding architect of Italian origin — Joseph de Sacco. The building engineering school trained to groups of learners, those to be offered a title of an architect and those to be qualified as workers and technicians in the building industry. Theoretical subjects dominated over practical, vocational ones, although a large number of practice lessons was provided in the curriculum. The building course lasted 15 months and was systematically planned both with regard to the selection and gradation of the teaching content and with regard to the distribution of practical activities to be carried out by the learners. The building engineering school in Grodno

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was the first lay school, the purpose of which was to serve lay objectives. Although the Tyzenhaus school ended its educational activity as early as in 1775, its effects were visible for a long time in the building industry of the King Stanislaus Poland.

12. ZAMENCKA, DANUTA: **Komisja Edukacji Narodowej. Poradnik bibliograficzny.** (The Commission for the National Education. A Bibliographical Guide). Biblioteka Narodowa, Instytut Bibliograficzny, Warszawa 1973, 84 pp.

The publication is a bibliographical guide containing selected writings on the subject of the Commission for the National Education. Polish publications which appeared after the year 1944 have been taken into consideration. The guide is divided into the following parts: 1) The establishment and the activity of the Commission for the National Education, 2) Curricula and instruction, 3) The educational reform of the Jagiellonian University in Cracow, 4) Libraries in the times of the Commission for the National Education, and 5) Members of the Commission for the National Education. Each item is annotated.

13. WOLTANOWSKI, ANDRZEJ and WOŁOSZYŃSKI, RYSZARD, W.: **Komisja Edukacji Narodowej 1773–1794.** (The Commission for the National Education 1773–1794). "Książka i Wiedza", Warszawa 1973, 426 pp. il. bibl.

The publication which bears a popular scientific character has been prepared on the occasion of the 200th anniversary of the establishment of the Commission for the National Education, October 14, 1973. The book describes the activities and the achievements of the first European Ministry of Education. Much attention is given to the social and political factors underlying the establishment of the Commission for the National Education. A discussion follows of the system of schooling prior to the establishment of the Commission as well as of all the educational reforms carried out during the times of its activity. Stress is given to the process of preparing educational reforms in its scientific and organizational aspects. Final chapters are devoted to the significance of the activities undertaken by

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the Commission for the liberation movement. Both the opinions of the 18th century educators and the present-day views are taken into consideration.

See also: 54.

II. LAWS AND LEGISLATION

14. ŻRAŁKO, JÓZEF: **Proolematyka oświatowa w gminie w świetle obowiązujących przepisów.** (Educational Problems in the District in the Light of the Regulations in Force). Kuratorium Okręgu Szkolnego w Zielonej Górze, Zielona Góra 1973, 136 pp. tab. bibl.

The publication presents a review of rules and regulations pertaining to the educational policy of districts, new administrative units of the country. The following problems have been considered: 1) legal functions of the head of a district, 2) tasks and duties of the district school principal. 3) the organization and functions of the district collective school, 4) rights and duties of teachers in district collective schools, 5) economic and technical workers employed in the educational sector of the district, 6) functioning of the Polish Teachers' Association in the district, 7) functioning of the Association of Children's Friends in the district, 8) the educational policy of promoting the secondary education in the district. The final chapter of the publication contains the most important legal acts concerning the educational policy in the district.

15. **Zarządzenie Ministra Oświaty i Wychowania z dnia 13 listopada 1973 w sprawie ustalenia ramowego zakresu działania i organizacji centrów doskonalenia nauczycieli.** (The Ordinance by the Minister of Education Dated November 13, 1973 Concerning the Structure and Activity of In-Service Teacher Training Centers). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 16, item 135.

The Ordinance pertains to the establishment and structure of in-service teacher training centers which are to be sub-

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ordinated to the Institute for Teacher Training in Warsaw. The objective of the new centers is to raise the professional qualifications of teachers and social workers through in-service and refresher courses. Each center is to be headed by a Director whose rights and duties are similar to those of the head of higher school's extension. Centers are established and liquidated by the Minister of Education at the recommendation of the Director of the Institute for Teacher Training in Warsaw. Each center disposes of its own budget which forms part of the financial plan of the Institute for Teacher Training in Warsaw. Specific tasks of each center are appointed by the Director of the Institute for Teacher Training in Warsaw according to the rules and regulations included in an Annex to the Ordinance.

III. GENERAL INFORMATION ON EDUCATION

16. **Adaptacja społeczno-zawodowa absolwentów szkół technicznych. Polskie referaty na VII międzynarodową konferencję Stowarzyszeń Naukowo-Technicznych krajów socjalistycznych, listopad 1973.** (Social and Professional Adaptation of Graduates from Technological Schools. Polish Reports for the 7th International Conference of Technological Associations in the Socialist Countries, November 1973). Wydawnictwo Czasopism Technicznych NOT, Warszawa 1973, 164 pp. tab.

The publication contains 12 reports prepared by researchers and educators from technological schools in Poland and is devoted to the set of problems connected with the professional start of the technological school graduates. Janusz Tymowski discusses social and economic aspects of the professional start of the technological school graduates; T. Nowacki presents the problem of the social and professional adaptation of graduates against the background of the life-long education, and Józef Baran considers the system of the technological education in Poland as compared to the demands of the national economy. Julian Bugiel, Anna Przybyłek and Andrzej Dura deal with the selection and gradation of the teaching content in techno-

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logical schools and its value for the first years of the professional activity of the graduates. Jeremi Salwa discusses the system of training technicians in the Polish school system and their adaptation to the atmosphere of the first employment institution. Juliusz Rybarski and Zygmunt Drzymała concentrate on adaptation problems of the secondary technological school graduates in the metallurgical industry. Kazimiera Korabiowska-Nowacka deals with the professional preparation on the part of graduates from non-full vocational secondary schools. Stanisław Bernat presents an evaluation of the functioning of secondary and higher technological schools from the point of view of the professional suitability of graduates. Juliusz Rybarski discusses the most important factors of the professional adaptation. Anna Preiss and Andrzej Buttler analyze the professional adaptation of the young engineers while Mikołaj Kujawiak discusses the adaptation of secondary school graduates on the example of the Cegielski factory in Poznań.

17. CIECHANOWICZ, ANNA: **Rola psychologów w nowym systemie oświatowym w świetle Raportu o Stanie Oświaty.** (The Role of Psychologists in the New System of Education in the Light of the Report by the Committee of Experts in Education). *Psychologia Wychowawcza* 1973, No. 4, pp. 451–468.

The author discusses the role of psychologists in the tutelar pedagogy prompted by the Ministry of Education and by the Committee of Experts in Education. Tutelar functions of psychologists are viewed as forming part of school activities as well as independent activities of Vocational and Educational Advisory Centers. Attention is given to the role of the diagnostic procedures, therapeutic activity, rehabilitation and corrective measures. Stress is also given to the role of psychologists in the preschool educational centers as well as in the system of schooling for mentally and physically handicapped children and adolescents. Considerations of measures to be taken by psychologists in matters concerning the delinquent youth are also included. The structure of institutions employing psychologists and their cooperation with the educational institutions are also discussed.

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18. IWANOWSKI, WOJCIECH: **Oświata, nauczyciele, liczby.** (Education and Teachers, in Figures). PZWS, Warszawa 1973, 175 pp. bibl.

The publication deals with the employment policy in the field of education, emphasis being given to the pre- and in-service teacher training, mobility within the teachers' profession and the distribution of teachers in various regions of the country. Considerations are based on statistical data at the disposal of the Ministry of Education. Chapter 1 contains a brief outline of the history of teacher training with ample statistical data pertaining to the number of teachers in particular subject areas and in particular geographical regions. Chapters 2 and 3 discuss the present employment structure within the Polish educational system, the amount of education in teachers, the percentage of women-teachers and the percentage of social workers, administrative employees, teachers and headmasters. The whole educational system is taken into consideration, including schools subordinated to other ministries than the Ministry of Education. The mobility within the teachers' profession is discussed in chapter 4. Much place is there devoted to the numbers of teachers abandoning their profession. Chapter 5 deals with the teacher training and with the quantitative aspects of the demand for primary and secondary school teachers. The last chapter contains closing remarks and postulates concerning some desirable changes in the employment structure in the field of education. Ample statistical data are included in 90 tables.

19. KŁOSSOWSKI, ANDRZEJ (ed.): **Rola i zadania instytutów naukowych resortów oświaty i wychowania w rozwoju edukacji narodowej. Materiały z uroczystości inaugurującej działalność instytutów naukowych resortu oświaty i wychowania w roku 1973/74 oraz narady w Ministerstwie Oświaty i Wychowania w sprawie działalności zaplecza naukowego resortu oświaty i wychowania.** (The Role and Tasks of Research Centers Attached to the Ministry of Education. Materials from the Inauguration Ceremony Initiating the Functioning of Five Scientific Institutes Subjected to the Ministry of Education in the Year 1973/74 and Proceedings of the Conference Concerning the

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Activity of Research Centers Subordinated to the Ministry of Education). PZWS, Warszawa 1973, 147 pp. tab. bibl.

The publication aims at summing up the achievements of five research institutes subordinated to the Ministry of Education, four of which were established in 1972, i.e. the Institute for Research on Youth, the Institute for School Curricula, the Institute for Vocational Education and the Institute for Teacher Training, the fifth being the Institute for Education transformed into the Institute for Educational Research. The book contains two parts. Part 1 presents materials from the inauguration ceremony which initiated the activity of the five institutes in the year 1973/74. The following speeches and reports are included: 1) J. Wołczyk, "The Role and Tasks of Research Centers Subordinated to the Ministry of Education", 2) S. Krawcewicz, "Research on the Teacher's Profession. The Present State and Demands for the Future". Part 2 contains proceedings of the conference on the activity carried out by research centers in the field of education. The following reports are included: 1) F. Krzysiak, "The Role and Function of Institutes for Teacher Training and Educational Research in Raising the Teachers' Qualifications in the Year 1973/74" and 2) H. Zalewska-Trafisz, "The Role of Research Centers in the System of Education". Information is also included pertaining to the problems worked out by each of the institutes as well as to their employment structure.

20. KUBERSKI, JERZY: **Ideowo-wychowawcze aspekty pracy szkoły.** (Ideological and Educational Aspects of Schooling). *Życie Partii* 1973, No. 9, pp. 2–3.

The article by the Minister of Education presents the main guidelines for the development of schooling which have been advanced at the 6th Congress of the Polish United Workers' Party and at the 7th Plenary Session of the Central Committee of the Party. Stress is given to the unification of the educational influence exerted upon children and adolescents and to the reform of schooling at the level of the smallest administrative units of the country, the districts. Much place is devoted to the quality of

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the ideological and political influence upon the learners. The Minister points to the necessity of raising the average educational attainment, developing interests, encouraging students to self-instruction and problem-solving. The significance is also stressed of training the learners for the future participation in the life of the society, in the national economy and culture. In the field of attitude-formation due attention is given to the moral sensitivity, humanism, patriotism, internationalism as well as to attitudes toward the society and the profession.

21. KUBERSKI, JERZY: **Podstawowe problemy i zadania związane z przygotowaniem reformy systemu edukacji narodowej.** (Main Problems Connected with the Implementation of the School Reform). *Głos Nauczycielski*, 1974, No. 18, pp. 3, 4, 5.

The article presents a program of activities connected with the coming reform of the overall educational system in the Polish People's Republic. The author advances a diagnosis of the present-day state of the school system. Special attention is given to the number of qualified teachers, the structure of schooling and to the national network of schools. Changes to be introduced in the structure and network of schooling are then discussed. 5500 general secondary schools providing ten-year instruction are to be established, 2000 of which will be located in the rural regions. A national network of two-year specialized schools will also be established providing preparatory instruction enabling graduates to enter universities and colleges. Attention is also given in the present article to the reform of the vocational schooling and of the special education. In the final part of the article the participation is discussed of research centers subordinated to the Ministry of Education in the field of: 1) preparing drafts of the reform and 2) preparing model curricula with a modified graduation and selection of the teaching content. The first stage of the reform is to be implemented by 1975, the second — by 1978, and the third — by 1985. In 1985 the overall evaluation procedures will be carried out. The bulk of activities discussed in the article will be supervised by the Bureau for the Implementation of the National School Reform. The Bureau has been established on the force of the ordi-

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nance by the Minister of Education. The departments of the Bureau will be additionally established by each of the local Educational Boards.

22. KUŚIEWICZ, CZESŁAW: **Ustawiczność kształcenia a modernizacja systemu dydaktycznego.** (The Life-Long Education and the Modernization of the Educational System). *Przegląd Pedagogiczny* 1973, No. 4, pp. 7–25. Rez. Sum.

The publication contains two reports: "On Some Principles of Modernizing the School System" and "The Programmed Instruction in Adult Education", both delivered at the 3rd International UNESCO Meeting on Adult Education held in Tokyo in 1972. The author presents his ideas concerning the modernization of school systems with the view to the promotion of the life-long education. The following principles should, in the author's opinion, guide the coming school reform: 1) ensuring wide access to education for all the citizens, 2) eliminating blind alleys in education, 3) liquidating narrow specializations by introducing the broad-profile training, 4) providing common education, 5) ensuring flexibility of the system of schooling, 6) introducing economic aspects of training, and 7) establishing close links of the educational system and the national economy. The modernization of the school system calls for the careful implementation of all the basic didactic principles such as, for instance, ensuring the active participation of the learners in the process of instruction, providing audiovisual instruction, showing practical applications of each theory, working out proper selection and gradation of the teaching content, etc. Stress is also given to the necessity of training teachers at the academic level and to the research on the modern teaching methods and classroom techniques. Much place is also devoted to the programmed instruction.

23. LANDY-TOŁWIŃSKA, JOANNA: **Kształcenie ustawiczne w świetle nowych tendencji oświatowych.** (The Life-Long Education in the Light of the New Educational Trends). *Przegląd Pedagogiczny* 1973, No. 4, pp. 26–44. Rez. Sum.

The author discusses the origin of the life-long education seeking it in the industrial revolution of the 19th century

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and in the rapid advances in science and technology of the 20th century. A review follows of Polish and foreign writings on the significance, scope and developmental forms of the life-long education. Special consideration is given to ways of promoting the life-long education among vast numbers of inhabitants. Postulates are also listed concerning the future shape of life-long education. The most important of them call for formal status of the life-long education within the system of the national education, for eliminating narrow specializations in the vocational schooling, for integrating academic subjects at post-secondary schools with the practical activity in the institution of the future employment, for a vast system of in-service training courses providing education in various fields and at various levels of difficulty as well as for the preparation of curricula for the permanent education basing on active, self-instruction methods.

24. MACIASZEK, MAKSYMILIAN: **O nową treść kształcenia i wychowania socjalistycznego.** (The New Shape of the Socialist Education). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 10–18.

The author presents the main guidelines for the reform of the educational system in the Polish People's Republic, which have been advanced at the 6th Congress of the Polish United Worker's Party and at the 7th Plenary Session of the Central Committee of the Party. The significance is then discussed of the Institute for School Curricula in the implementation of the school reform. The author points out that curriculum construction and evaluation forms a new, specialized discipline which calls for the integrated research in the field of the selection and gradation of the teaching content and in the field of the modern teaching methods. In the second part of the article is discussed research which has been initiated in various departments of the Institute. Attention is given to two main groups of research objectives: 1) modernization of the teaching content and teaching methods in the present school system, and 2) the construction of curricula and teaching plans for the future obligatory ten-year school of the secondary level.

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25. OKOŃ, WINCENTY: **Wszystko co robimy ma służyć szkole.** (Our Activity Serves Schools). *Głos Nauczycielski* 1974, No. 11, pp. 3, 10.

The article contains an interview with W. Okoń, Head of the Institute for Educational Research in Warsaw. The Institute is divided into seven sections: 1) Section for the Theory of Education, 2) Section for the General Theory of Instruction, 3) Section for Psychology, 4) Section for Educational Methodology, 5) Section for Educational Management, 6) Section for Educational Economics, and 7) Section for Information and Documentation. The most important research which is carried out by the Institute pertains to the theoretical foundations of the socialist education, assumptions of the educational system in Poland, modernization of methods in general education and attitude-formation, managing educational systems, expenditure on education, prognosticating the educational growth, adult education and the life-long education. Many research programs are prepared by teams of researchers, e.g. the research on the educational system of the future 10-year secondary school, on the district collective school and on the modern teaching methods in general schools. Attention is also given to research on the acceleration of the intellectual development in children and adolescents, on the overburdening of learners with school work, on FL acquisition and on the utilization of computers for prognosticating education and controlling the teaching and learning processes. Much place is also devoted to the doctoral course for 50 students from various disciplines related to educational sciences. Mention is also made of the participation in the activities, supervised by the Polish Academy of Sciences, and connected with the formation of the modern educational system in the Polish People's Republic.

26. PĘCHERSKI, MIECZYSŁAW: **Niektóre uwarunkowania funkcjonowania systemów oświatowo-wychowawczych.** (Some Conditions for the Functioning of the Educational Systems). *Nauczyciel i Wychowanie* 1974, No. 1, pp. 19–29.

The educational system is an element of a broader social system, therefore its functions are determined by the

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character of the latter, especially by its most important political, economic and cultural aspects. What seems to be of primary importance is the total set of conditions in which the educational system functions in a given society. In the present article the author discusses two main groups of factors influencing the structure and function of the educational system. The first group comprises geographical and social factors connected with the spatial aspects of the national economy, the distribution of the population, and the territorial structure of the national income. The second group embraces demographic and economic factors such as, for instance, the size of age cohorts at various levels of schooling from preschool education centers to higher schools, the ratio of the population in the what is called productive age to those in the non-productive age, changes in the density of the population in various regions of the country, the social and professional mobility of the population and the structure of employment in the national economy.

27. PĘCHERSKI, MIECZYSŁAW: **Problemy i perspektywy rozwoju szkolnictwa w Polsce Ludowej.** (Problems and Perspectives in the Development of Schooling in the Polish People's Republic). "Książka i Wiedza", Warszawa 1973, 419 pp.

The publication is devoted to problems of the system of education. In the diagnostic chapters of the book the author bases on the activity of the Committee of Experts in Education and their "Report on the State of Education in the Polish People's Republic". Part 1 contains the following chapters: 1) schooling as a social system, 2) structure of the school system, 3) evaluation of the educational system, 4) functions of education, 5) perspectives in the development of schooling, 6) educational policy, and 7) the principle of uniformity in the educational policy of the Polish People's Republic. Part 2 deals with a number of particular problems of schooling in Poland. The author discusses the Polish schooling against the background of the educational systems in other European countries and presents data pertaining to the statistics of the development in educational system. Special consideration is given to each of the educational levels, i.e. preschool, school, university and

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adult education. Part 3 discusses perspectives for the development of education in the Polish People's Republic. Education is considered against the background of the social and economic growth of the country. Postulates worked out by the author and concerning the structure of the future educational system are also included. The publication quotes a considerable number of data obtained during UNESCO research in the years 1959/61 and 1965/67, the results obtained by the Prognosticating Committee "Poland 2000" and by the Interuniversity Center for Research on the Higher Education.

28. SZCZEPAŃSKI, JAN: **Refleksje nad oświatą.** (Thoughts on Education). PIW, Warszawa 1973, 202 pp.

The publication contains articles and opinions of J. Szczepański, the Chairman of the Committee of Experts in Education which has been established with the aim to prepare "The Report on the State of Education in Poland". The following problems are discussed at length: 1) the concept of modernity in education, 2) trends in the development of education, 3) the structure of institutions determining the shape of the national education, 4) social and cultural factors determining the educational ideals and objectives, 5) the growth of the society and the educational system, 6) the individual and the society, 7) personality and education, 8) social and economic determinants of the educational processes, 9) the system of the higher education, 10) the units of the educational process, 11) shortcomings of the educational system, 12) the modernization of schooling, 13) the family and education, 14) individualization in the school system, 15) the permanent education, 16) the educational reform in the Polish People's Republic.

29. WIĘCKOWSKI, RYSZARD: **Elementy teorii programu szkolnego.** (Elements of the Curriculum Theory). *Nauczyciel i Wychowanie* 1974, No. 1, pp. 40–50.

The author discusses some basic theoretical assumptions of curriculum construction on the example of the curriculum for grades I–IV of the primary school. Stress is given to the language and style of the school curriculum,

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to its prognostic value with regard to the educational attainment of the learners and to its internal structure. Considering language and style of the curriculum R. Więckowski makes a distinction between symbols describing the activity of the teacher and students on the one hand, and symbols describing the expected effects of these activities, on the other. In the discussion on the prognostic value of the school curriculum the author gives emphasis to intersubject correlations in selecting and grading the teaching content. Much place is also devoted to the structure of the curriculum which should overcome the antinomy between the uniformity of the teaching content and the differentiation in the level of the intellectual development of the learners.

30. WOŁCZYK, JERZY: **Edukacja dla rozwoju. Niektóre problemy polityki oświatowej.** (Education for the Development. Some Problems of the Educational Policy). Ossolineum, Warszawa 1973, 175 pp. tab.

The book is devoted to some selected problems of the Polish educational policy. The author, Deputy Minister of Education, discusses the main trends in the reform of the educational system which was initiated in 1970 and which will be completed in 1983. First chapters are devoted to the tasks to be fulfilled by the educational system in connection with the new social and economic policy of the country. Attention is then given to the main theses of the reform which have been published in the "Report on the State of Education in the Polish People's Republic", the outcome of the activities of the Committee of Experts in Education. The following problems are discussed at length: raising the qualifications of practising teachers, improving the conditions of the teacher's work, cooperation between the school and the environment, the development of education in the rural areas, the policy of care for children and adolescents, the tasks of the vocational education, conditions and consequences of promoting secondary education in the Polish People's Republic.

31. WOŁCZYK, JERZY: **Rola i zadania Instytutu Programów Szkolnych w procesie kształtowania nowoczesnego systemu**

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oświaty. (The Role and Tasks of the Institute for School Curricula in Shaping a Modern Educational System). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 7–9.

The author discusses the contents of "The Program of Activities of the Ministry of Education in the Years 1972–75". Attention is given to the increasing demand for the modern research centers which would carry out empirical studies in the field of education. Aiming to satisfy this demand, five research institutes attached to the Ministry of Education were established in 1972. One of them, the Institute for School Curricula, is the first national center responsible for the selection and gradation of the teaching content for general education in Poland. In the present article the author concentrates on the tasks of this particular Institute. An analysis is included of the most urgent problems to be solved by the new research center, i.e. preparing drafts of the new curricula for schools of various types and levels, working out methodological foundations for the curriculum construction and implementation of tasks listed in the "Report on the State of Education in Poland", a document prepared by the Committee of Experts in Education. Emphasis is laid on the promotion of the secondary education as well as on the modernization of the initial instruction. The activity of the Institute for School Curricula embraces research on teaching methods, classroom techniques, handbook construction and audio-visual aids. Much attention is also devoted to the construction and validation of measurement instruments for the objective evaluation of the educational attainment.

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32. BARCZYK, AUGUSTYN and TURSZYŃSKI, JERZY: **Metody i formy współczesnego wychowania fizycznego.** (Methods and Forms of the Modern Physical Education). *Chowanna* 1974, No. 1, pp. 13–28.

The article contains a review of concepts, methods and forms of the physical education. The scope of the teaching content and the educational objectives to be attained in the

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field of the physical education are discussed as well as methods of introducing motor drills such as visual techniques, verbal methods and sensory techniques. A number of modern teaching methods are also analyzed. Attention is given to creative methods, station and multipersonal techniques, game drills, self-evaluation exercises and the programmed blocks.

33. BOGDAŃSKA-ZAREMBINA, ANNA: **Problematyka badań związanych z pomiarem osiągnięć szkolnych.** (Research on the Educational Measurement). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 56–59.

The author describes research carried out by the Institute for School Curricula on the educational measurement instruments which make it possible to state the quality of instruction in primary and secondary schools. Stress is given to the necessity for the overall methodology of constructing and validating research instruments as well as the need of cooperation among various institutes and schools in the field of standardizing and publishing achievement tests. It is postulated that the process of test construction should comprise several stages. The first stage should arrive at the estimation of the educational attainment expected at particular levels of schooling. Item construction according to the above mentioned estimation should form the second stage of work. The third stage should embrace validation procedures, i.e. the item analysis and the statistical analysis of the draft. During the fourth stage of the test construction the final version of the test is being prepared. The last stage consists in an analysis of the criteria for the evaluation of the educational attainment. The empirical criteria based on the scores obtained are then discussed as well as the requirement norms yielded by the item analysis.

34. DENISIUK, LUDWIK: **Modernizacja programu wychowania fizycznego — założenia teoretyczne i prace badawcze.** (Modernizing the Curriculum in Physical Education. Theoretical Foundations and the Empirical Research). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 49–52.

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In connection with the growing interest in the physical education and with the awareness of its significance for the overall development of children and adolescents research has been initiated at the Institute for School Curricula on the modernization of the physical education curricula for primary and secondary schools in Poland. The author discusses the draft of the new curriculum which is to be differentiated to the type and level of the school class. At each level the curriculum will be divided into three main sections. Section 1 will embrace sports selected according to the age and sex of the learners. Section 2 — activities of the drill type so designed as to ensure the proper sensory-motor functioning of the organism, and section 3 — elements of the theoretical knowledge pertaining to the motor characteristics of the human organism and ways of their developing in the course of the sport activity. Selection and gradation of content for the second section of the curriculum should be based on the deep knowledge of developmental stages with regard to physical and motor characteristics of children and adolescents. Therefore a diagnostic study was carried out in 1973 on a sample of 18,000 boys and girls from primary and secondary schools in Warsaw. A brief report on research is included.

35. DZIEWULAK, ANDRZEJ (et al.): **Osiedle i wychowanie.** (The Residential Quarter and Education). PZWS, Warszawa 1973, 191 pp. tab. bibl. Rez. Sum. Rés.

The publication is devoted to problems of adolescent education in the residential quarter of a big town. Considerations are based on research which has been initiated by the House Building Cooperative Association. Investigations were completed by the authors of the present book in the year 1969 and covered seven cooperative centers in five towns. The sample was divided into the following groups: 1) adolescents participating in club activities organized by the residential quarter (325 persons), 2) parents of these adolescents and teachers or instructors who were in charge of club activities (61 persons), and 3) adolescents who were not participating in club activities organized by the residential quarters (114 persons). Basic research techniques

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were the questionnaire and the interview. The report on research is divided into three parts. Part 1 discusses the educational problems in the residential quarter of a big town, part 2 reports on the research proper, while part 3 presents recommendations pertaining to the activity of houses of culture, clubs and other educational institutions functioning in the residential quarter, attention being given to the educational objectives, curricula, methods and forms of work.

36. JANKOWSKI, BOGUSŁAW, A.: **Nauka języka obcego. Spojrzenie psychologa.** (Learning a Foreign Language. A. Psychologist's Point of View). Wiedza Powszechna, Warszawa 1973, 326 pp. il. bibl. Rez. Sum.

The publication is designed for adult learners of foreign languages and constitutes a popular scientific information on the subject of foreign language acquisition. Chapter 1 discusses linguistic and nonlinguistic features of speech, basic classification of linquistic units, similarities and differences between languages. Chapter 2 deals with the concept formation, with the development of language skills and with the innate character of language skills. Chapter 3 presents the functioning of mechanisms of language acquisition, special attention being given to the psychology and physiology of language acquisition. Chapters 4 and 5 consider problems of consciousness and language and of the internal factors in language acquisition. Chapters 6 and 7 are devoted to the educational objectives in foreign language learning and to the principles governing the learning process. Chapters 8 and 9 deal with the language barrier with regard to the mother tongue as well as with the teaching methods and learning techniques. The final chapter bears a practical character and contains a number of recommendations for the adult learner on the subject of the organization of learning, memorization techniques and self-instruction methods.

37. KAWULA, STANISŁAW: **Rodzina wiejska a wychowanie. Szczegółowe studium porównawcze.** (The Rural Family. A Comparative Study). Uniwersytet Mikołaja Kopernika, Toruń 1973, 187 pp., tab. bibl. Sum.

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The aim of research carried out during the years 1967–1969 was to state the influence of the rural environment subject to rapid changes on the formation of educational conditions in the rural family. A comparative study was completed of two different types of the rural environment, i.e. of the peripheral and of the suburban villages. Investigations covered 3000 persons, 1500 in each type of the environment. The following research techniques were used: analysis of documents, analysis of compositions and letters, questionnaires, interviews and observation. Data obtained in the research are presented at length, stress being given to the following problems: care for children in the rural family, socialization, educational methods, consequences of the family education, changes in the educational consciousness of the rural parents.

38. KOBLEWSKA, JANINA: **Z badań nad oddziaływaniem wychowawczym i efektywnością dydaktyczną środków audio-wizualnych.** (Research on the Educational Influence and on the Didactic Value of Audiovisual Techniques). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 53–55.

The author concentrates on the educational influence of film, TV and the radio on the attitude formation and educational attainment of primary and secondary school pupils. Research in this field is being carried out at the Institute for School Curricula attached to the Ministry of Education. In the present article a review is presented of Polish and foreign writings on the educational impact of the mass media. Attention is given to the research on the film education of children and adolescents. Investigations on the didactic value of audiovisual techniques in school instruction are also discussed.

39. KOZAKIEWICZ, MIKOŁAJ: **Bariery awansu poprzez wykształcenie.** (Barriers of the Promotion Through Education). Instytut Wydawniczy CRZZ, Warszawa 1973, 318 pp. tab. bibl.

The publication is devoted to one of the most important problems of the present-day education in Poland, i.e. to the equal opportunity of the social promotion through education for adolescents from various socio-vocational

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categories. The author draws a comparison as between the Polish educational system and those existing in other European countries. Chapter 1 contains a detailed characteristics of the educational system in the United States and in some European countries. Chapters 2 and 3 contain an analysis of the educational aspirations of the Polish youth and an analysis of the Polish educational system from this point of view. Chapter 3 presents a discussion of the most important barriers of the social promotion through education. Successive chapters are devoted to the economic, demographic, spatial, educational, regional, psychological, ideological, cultural and sex barriers. The final chapter contains a review of methods used for the measurement of barriers in the educational system.

40. MACIASZKOWA, JANINA: **Przysposobienie do życia w rodzinie socjalistycznej.** (Preparation for the Life in the Socialist Family). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 23–24.

According to the guidelines advanced at the 7th Plenary Session of the Central Committee of the Polish United Workers' Party a new school subject entitled "Preparation for the Life in the Socialist Family" has been introduced to the curriculum for the last two grades of each post-primary school in Poland. The present article contains a discussion of the successive stages in the curriculum construction for the new subject-area. The author analyzes the selection and gradation of the curriculum content and the characteristic features of the document including the new curriculum. A comparison is drawn as between the curriculum content and the expectations of adolescents in this field. The comparison is based on a survey which embraced a sample of 246 girls and 109 boys in 11 secondary general and secondary vocational schools in Warsaw and Kielce. Postulates pertaining to the curriculum content in the new subject-area have been collected by means of an anonymous questionnaire constructed at the Institute for School Curricula. The new curriculum is being validated during the present school year. Its main characteristics should be sought in the emphasis given rather to the educational than to cognitive effects, since the main educa-

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tional objective is to form attitudes and opinions rather than to impart knowledge.

41. NIEBRZYDOWSKI, LEON: **Kształtowanie się samooceny w okresie dorastania.** (The Formation of Self-Evaluation in Children and Adolescents). Uniwersytet Gdański, Gdańsk 1973, 201 pp. il. tab. bibl. Sum. Rez.

The publication is a report on research which was carried out during the years 1970–1971 on a sample of 360 learners of grades V–VIII (aged 11–15) in the region of Gdańsk and Puck. The following research techniques were employed: interview, Hoppe's experiment, the adjective test, case studies and compositions. On the basis of the results obtained the author discusses the formation of self-evaluation in children and adolescents. Attention is given to the types of self-evaluation and to conditions determining each of these types. A separate analysis pertains to correlation as between the types of self-evaluation on the one hand and the level of the educational aspirations, on the other. A detailed discussion of the data obtained is included.

42. PIETER, JÓZEF: **Oddziaływanie ludzi na siebie.** (Interpersonal Relations). *Chowanna* 1973, No. 4, pp. 369–391.

In the present article the author discusses the theoretical foundations for research on the educational influence exerted by the teachers on their students. The teacher's work is here considered as a twofold activity embracing the influence of the cultural traditions reflected in the teaching content and the impact of the teacher's personality on the learners' attitudes and behavior. The author discussed some general characteristics of the interpersonal relations, participation and cooperation as factors influencing these relations, altruism and egoism in the cooperation process, rivalry and cultural stimuli.

43. POTYRAŁA, BOLESŁAW: **Wpływ selekcji wewnątrzszkolnej na wybór kierunku kształcenia.** (The Impact of the Intraschool Selection on the Choice of the Postprimary School). *Nauczyciel i Wychowanie* 1974, No. 1, pp. 65–75.

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The author discusses the environmental, family and school factors in the school selection processes. Special attention is given to the school factors among which the author distinguishes: 1) factors of the interschool selection and 2) factors of the intraschool selection. Interschool selection is here defined as the recruitment of candidates to schools of higher levels by means of entrance examinations and tests. The intraschool selection consists in the selection of learners to particular school classes within the same school. So far the intraschool selection has had no bearing upon the interschool selection processes. At present the new guidelines of the educational authorities are being implemented according to which the intraschool selection ensures regrouping of learners within schools of a given level, ensures to graduates from the eight-year primary school the entrance of the non-full secondary vocational school and gives some of the graduates the right to enter the general secondary school and the full secondary vocational school without the entrance examination. The article describes research which has been carried out on a sample of 858 grade VIII learners from 25 primary schools in the city of Wrocław with the end to state the prognostic value of the intraschool selection. The learners were examined by means of the General Ability Test, the vocabulary test, the grammar test, the mathematics test and the literature test. On the basis of research results obtained a correlation was sought as between the intraschool selection on the one hand and the social origin of the candidates and their intellectual level, on the other. A detailed discussion of the data obtained is presented.

44. SEMENOWICZ, HALINA: **Poetycka twórczość dziecka.** (Poetic Creativity in Children). "Nasza Księgarnia", Warszawa 1973, 145 pp. tab. bibl. Rez. Rés.

The book is devoted to the poetic creativity of preschool and school children. Considerations are based on a vast corpus of poetic samples obtained from children and adolescents aged 4–15. Initial chapters of the publication deal with the foundations of the poetic creativity in children, i.e. with mechanisms of creative imagination and psychic dispositions underlying the poetic expression. An analysis

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follows of the children's understanding of poetry, of the content included in the children's poems, poetic forms employed, attitudes toward their own poetic expression and of interrelationships between various forms of expression. Successive chapters are devoted to the analysis of the children's poetry against the background of their school work and educational attainment. Consideration is given to verbal expression in Freinet's methods, to ways of eliciting the poetic expression at lessons of the mother tongue, to the role of poetry in schools for the mentally handicapped children and to the significance of the teacher's personality in eliciting verbal and poetic expression in preschool and in school children.

45. STRABUSZYŃSKA, TERESA: **Problemy dzieci dyslektycznych w szkole.** (Dislexic Children in School). *Życie Szkoły* 1974, No. 1, pp. 37–43.

The author concentrates on specific difficulties encountered by dislexic children in the course of the school learning. Much place is given to disturbances in visual perception and listening comprehension which lead to the faulty analysis and synthesis in the reading and writing processes and often result in the disturbances of lateralization. A classification of difficulties encountered by the dislexic children embraces five stages corresponding to five age groups — 6 to 8; 7 to 9; 8 to 11; and 11 to 15. Attention is given to an analysis of dislexy according to the Danzinger's classification. In the second part of the article the author considers legastenic children in the primary school, classifies their attainment to the percentage of errors committed and discusses classifications provided by Danzinger. Therapeutic activities for dislexic and legastenic children are analyzed at length.

46. TOMICKA, BARBARA (ed.): **Profilaktyka i resocjalizacja w pracy szkoły.** (Prevention and Resocialization in School). PZWS, Warszawa 1973, 168 pp.

The publication contains a collection of articles by psychologists, educators and physicians interested in the problem of the delinquent youth. W. Terlecka discusses the

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meaning of two basic concepts, i.e. prevention and resocialization in the field of education in primary and secondary school. B. Urban, A. Żarow and J. Konopnicki analyze the etiology of the social maladjustment, its symptoms, diagnosing methods and selection procedures. K. Pospiszyl considers resocialization with regard to the process of instruction. Z. Siwek outlines the role of the psychologist in school. M. Łyczko discusses the impact of youth organizations and out-of-school activities on the liquidation of delinquency and social maladjustment through early implementation of preventive measures. The role of adult social organizations in liquidating delinquency is then considered as well as their cooperation with courts, police, employment institutions, teachers and psychologists. A detailed discussion of the cooperation as between the teacher and the juvenile court is included in the article by Z. Gawlina. B. Tomicka deals with the financial aid given to families and presents the most important legal acts concerning juvenile delinquents.

47. WILOCH, TADEUSZ, J.: **Podstawowe warunki wyrównywania startu społecznego młodzieży.** (Basic Conditions for Ensuring the Equal Educational Opportunity to All Learners). *Nauczyciel i Wychowanie* 1974, No. 1, pp. 3–18.

The author discusses the main assumptions of the activity undertaken by the team of specialists appointed by the Committee for Prognosticating Education "Poland 2000" in order to explain the mechanisms of the unequal educational opportunity of the Polish learners. The activity has been undertaken with the aim to work out solutions to be implemented in the Polish educational system by 1990, since this date has been chosen for the full promotion of the equal educational opportunity for children and adolescents from various types of the social and cultural environment. The author, a member of the team, states that the main condition for the equal social start is the educational level. That is why the attention should be given to the quality of instruction in smaller schools functioning in rural districts. The equal educational opportunity in this field can be attained by the year 1980 when the obligatory secondary education will be fully implemented

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as a result of the school reform. Research should be initiated on the social and cultural factors of school success and school failure at particular levels of education. The promotion of the equal educational opportunity calls also for an overall prognosis of the economic and social growth of particular regions of the country. It is also indispensable to carefully plan the future structure of employment so as to adequately design the educational policy in each district. The promotion of the equal educational opportunity will be attained at three stages. Stage 1 will consist in the promotion of the secondary education (1980), stage 2 — in the full implementation of the school reform (1990), and stage 3 — in the realization of the idea of the life-long education (2000). In the final part of the article the author discusses the social start and the social structure of the country, the open character of education and the permanent education.

48. WINCŁAWSKI, WŁODZIMIERZ: **Przemiany środowiska wychowawczego wsi w rejonie uprzemysłowionym. Studium porównawcze 20 wsi gromady Bielsk w powiecie płockim.** (Changes in the Educational Environment in the Industrialized Region. A Comparative Study of 20 Villages in the Region of Płock). PWN, Warszawa 1973, 283 pp. il. tab. Rez. Sum.

The publication is a part of a series entitled "The Development of Rural Areas and Agriculture". The author analyzes changes in the educational environment of villages located in recently industrialized regions of the country on the example of settlements in the district of Płock. Considerations are based on an analysis of 20 villages surrounding Bielsk. Investigations were carried out during the years 1969–1971 by means of interviews, questionnaires, observation techniques, anthropological tests, intelligence tests and document and archive analysis. The sample under examination has been stratified according to the degree of influence exerted by the industry upon the rural population. Five criteria were applied: 1) the ratio of non-agricultural or biprofessional inhabitants to the total of population, 2) density of population, 3) the access to the employment institution, 4) transport, and 5) the role and number of trade, economic, social, cultural, educa-

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tional and political institutions. All villages under examination were then placed on a 19-point scale on the basis of the combination of the above mentioned criteria. In successive chapters of the publication the author discusses the research methodology, presents a diagnosis obtained with regard to the type of families, living standards, participation in culture, the status of the child in the family, time budget of children and adolescents, educational ideals, educational methods and sources of the educational influence.

49. WYCZESANY, JANINA: **Powodzenia i niepowodzenia w pracy dyrektora placówki opiekuńczo-wychowawczej.** (Success and Failure in the Work of the Director of an Educational Center). *Szkoła Specjalna* 1974, No. 1, pp. 46–54.

The author presents research results obtained during the years 1970–1973 on a sample of 50 headmasters of special schools and educational centers in the region of Cracow. Data were collected by means of questionnaires, interviews and documentation analysis. Reasons underlying failures in the work of the headmasters are discussed, the most important of them being: personality characteristics of the headmaster, his inadequate knowledge of legal acts pertaining to education and schooling, ignorance in economic and financial questions and infrequent participation in the in-service training courses for educational managers. On the basis of a quantitative and qualitative analysis of the etiology of failure the following postulates have been advanced: 1) to enrich pre-service training curricula by subjects pertaining to the scientific organization of labor and to the educational administration and economy, 2) to promote post-graduate courses for educational managers, 3) to increase the number of refresher courses for headmasters and directors of educational centers.

50. **Zapobieganie przestępczości młodzieży. Poradnik działacza organizacji młodzieżowej.** (Preventing Delinquency in Adolescents. A Guide for the Activists of Youth Organizations). "Iskry", Warszawa 1973, 180 pp. bibl.

The publication is a collection of articles written by educators, psychologists and lawyers specializing in the resocialization activity. Chapter 1 by S. Szelhaus discusses

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the etiology of delinquency in adolescents and the legal measures of its liquidation. Chapter 2 by B. Jarzębowska-Baziak and B. Kowalska-Ehrlich presents some preventive measures for the socially maladjusted adolescents. Successive chapters are devoted to problems of adolescents who have already been tried at juvenile courts. Chapter 3 by T. Szymanowski presents sanctions applied by the juvenile courts to delinquent adolescents, chapter 4 by K. Grześkowiak discusses the cooperation between the juvenile court and the youth organization, and chapter 5 by J. Klimek analyzes the role of tutors appointed by youth organizations in cooperation with the juvenile court. J. Skórzewska reviews problems of the supervision of delinquent adolescents, B. Jarzębowska-Baziak discusses the resocialization process in the house of correction and K. Wójcik presents forms of aid given to the families of delinquent adolescents. An Annex includes documents determining the role of the Socialist Youth Association in preventing delinquency in adolescents and in the resocialization processes. A list prepared by T. Szymanowski of the most important legal acts concerning the juvenile delinquency is included.

V. THE TEACHER'S PROFESSION

51. BROMBEREK, BENON: **Rola społeczna nauczyciela.** (The Social Role of the Teacher). Uniwersytet im. Adama Mickiewicza, Poznań 1973, 169 pp. tab. bibl.

The publication is based on an analysis of current theories pertaining to the social roles of the teacher and on an analysis of the legal acts concerning the social functions of primary and secondary teachers. The statistical data at the disposal of the Main Bureau of Statistics were also utilized as well as the research results obtained during the years 1966–1969 in the region of Poznań on a sample of 1251 teachers and 448 social workers. The author discusses the social status of the teacher in the urban and in the rural regions, the social roles of the teacher, his participation in the professional and cultural life of the region and

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the differentiation of school and out-of-school social roles according to the type of school, the type of the local and sublocal environment, age and sex of the teacher. Role conflicts in the life of the teacher are also discussed at length. The publication is divided into four parts. Part 1 deals with the social roles from the psychological point of view, part 2 is devoted to the feminization of the teacher's profession and its consequences, part 3 presents the school roles of the teacher, and part 4 the out-of-school roles of the teacher in the local environment.

52. CIEŚLIŃSKI, RYSZARD: **Problemy startu zawodowego pierwszych absolwentów WSN.** (The Professional Start of the First Graduates from the Advanced Teachers' College). *Ruch Pedagogiczny* 1974, No. 1, pp. 111–120.

The article is devoted to the significance of the pre-service teacher training in the Polish People's Republic. Considerations are based on research which was carried out by the author during the years 1970–1973. The main objectives of the investigation were: 1) to state the preparation of candidates for studies in the Advanced Teachers' Colleges, 2) to analyze the course of the pre-service teacher training at colleges, and 3) to study the professional career of graduates from the teacher training colleges. The survey was initiated in order to find out differences as between the professional qualifications of graduates from the two-year Teachers' Colleges which were liquidated in 1968 and the four-year Advanced Teachers' Colleges established instead. A sample drawn for the research embraced all young teachers, graduates from the Advanced Teachers' Colleges, who undertook jobs in the region of Warsaw, Cracow and Białystok. The article presents a part of the data obtained, i.e. those pertaining to the difficulties encountered during the first year of the professional work of the graduates under examination. The type and origin of the main obstacles listed by the young teachers on the questionnaire are discussed. Attention is also given to the attitude of the young teachers toward the profession. The value of the curricula for the pre-service teacher training is discussed in the light of the data obtained.

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53. GRZELCZAK, EDWARD: **Reakcje uczniów na niesprawiedliwe postępowanie nauczycieli.** (Reactions of the Learners to the Injust Behavior of Teachers). *Chowanna* 1973, No. 4, pp. 464–482.

The article contains a report on the research on reactions of secondary school learners aged 15–19 to the injust behavior of teachers concerning the field of their participation at lesson, attitudes towards the teacher and self-evaluation. The following research techniques were employed: personality inventory, rating scales, reaction inventory, the learner's questionnaire and observation techniques. Additional data were collected by means of the directed compositions and the interview. In the present article the author discusses the most common causes of the injust behavior of the part of the teacher, the typical symptoms of the injust behavior, the impact of the injust behavior upon the learner's attitude toward the teacher and the subject-area, as well as the possibilities to liquidate the negative consequences brought about by primary and secondary reactions of the learners.

54. HELLWIG, JAN: **Wkład Związku Nauczycielstwa Polskiego w kształcenie i dokształcanie nauczycieli w Polsce (1919–1968).** (The Contribution of the Polish Teachers' Association to the Pre- and In-Service Training of Teachers (1919–1968). Uniwersytet Adama Mickiewicza w Poznaniu, Poznań 1973, 117 pp. bibl. Sum.

The author present a classification of the professional training according to its legnth, time and level. University training, course training and self-instruction of teachers are then discussed with regard to four periods distinguished in the publication, i.e. the interwar and the occupation period, first years after the liberation (1945–1949), the period till 1956, and afterwards. An analysis follows of drafts prepared by the leaders of the Polish Teachers' Association in connection with the national discussion concerning the pre- and in-service teacher training. The educational activity provided by the Association by way of refresher courses and counselling is also described in detail. Considerations concentrate round the professional training for the primary school teachers, although kinder-

garten and secondary education are also briefly discussed. In the final part of the publication attention is given to the present-day activity of the Polish Teachers' Association connected with the preparation of teachers for the coming school reform which will introduce the obligatory 10-year secondary school. Data are based on the archival material at the disposal of the district authorities of the Polish Teachers' Association, on the documents of the Presiding Committee of the Association in Warsaw and on a survey carried out by the author.

55. KOZŁOWSKI, JÓZEF: **Podstawowe problemy pedeutologii w Polsce.** (Main Problems of Pedeutology in Poland). *Nowa Szkoła* 1974, No. 1, pp. 10–13.

The author discusses processes occurring in teachers from the moment of making decision pertaining to the choice of a profession till the professional start in the school. The following problems are analyzed: 1) a variety of social roles to be played by the teacher as an educator and organizer of the cultural movement in his region, 2) demographic characteristics of the teachers' population, their number, age, distribution, etc., 3) professional characteristics of the teacher's population, their educational level, qualifications and specialization in particular subject-areas, 4) living conditions of the Polish teachers, 5) teacher's personality as an important factor in the educational activity, 6) the social prestige of the teacher's profession, 7) pre- and in-service training of primary and secondary school teachers, curricula for the teachers' colleges, teaching methods, and 8) the criteria for evaluation of the teacher's work.

56. KRAWCEWICZ, STANISŁAW: **Nauczycielska edukacja.** (The Teacher Training). *Nowa Szkoła* 1974, No. 1, pp. 3–7.

The article by the Head of the Institute for Teacher Training in Warsaw presents the activity to be carried out in the field of pre- and in-service teacher training till the year 1975. As a result of conferences held by the Ministry of Education and the Ministry of Science, Technology and Higher Education it has been agreed upon that the Minis-

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try of Science will be responsible for curricula, handbooks and the educational process in the course of pre-service teacher training at universities, while the Ministry of Education and the Institute for Teacher Training will be responsible for enabling all the practising teachers to obtain university training by means of directing them to various higher schools, organizing preparatory courses and establishing counselling centers. According to detailed plans, all the practising teachers will obtain full academic education with the M.A. degree at extramural departments of universities by the year 1990. University training is ensured women below 35 years of age and for men below the age of 40. Graduates from pedagogical secondary schools and from the two-year teacher training colleges are to cover a four-year extramural university course, while the graduates from the four-year Advanced Teachers' Colleges will obtain the M.A. degree during a two-year university course. In the final part of the article the author points to the new forms in the process of raising the professional qualifications of the Polish teachers. Attention is given to the TV and Radio University for Teachers as well as to the appointment of school inspectors specialized in particular subject-areas who are to provide guidance and in-service training for teachers subjected to Local Educational Boards.

57. MALINOWSKI, TADEUSZ: **Cechy szczególne młodego pokolenia nauczycieli.** (Characteristic Features of the Young Generation of the Polish Teachers). *Nowa Szkoła* 1974, No. 1, pp. 13–17.

The author attempts at an overall characteristics of the young teachers, recent graduates from the Advanced Teachers' Colleges training teachers for the primary school. A high degree of socialization is stressed which is reflected in a variety of social functions that are being fulfilled by young teachers, especially in rural areas. A tendency is also pointed out to raise professional qualifications through obtaining degrees at universities as well as through the in-service teacher training. Attention is also given to the increasing participation in culture and to the rational organization of the leisure time. The author states that the young generation of teachers has the possibilities to im-

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plement even the most complex guidelines of the coming school reform.

58. OLSZAŃSKI, JÓZEF: **Wiedzotwórczy aspekt pracy nauczyciela.** (The Role of the Teacher in the Advances of Science). *Ruch Pedagogiczny* 1974, No. 1, pp. 18–32.

The author places the educational activity of the teacher within the methodology of the educational sciences. Three main ways in the development of pedagogy are discussed, i.e. the what is called genetic way consisting in building up generalizations of both theoretical and practical type, the experimental way consisting in analyzing the educational reality and the theoretical validation of hypothetical constructs. In the author's opinion the first, "genetic" way of building the pedagogical knowledge of mankind is totally based on the activity of the teachers, therefore the teacher's profession in this meaning should be treated as the formation of science. The formation of science is here considered as a result of empirical generalizations which are more common and of theoretical generalizations which are somewhat less common but absolutely indispensable for stating rules and principles governing the teaching and the learning processes. Mechanisms of science-forming factors in the activity of the teacher are discussed at length, attention being given to the teacher's work perceived as a chain of experimentation units.

59. ORLOF, EUGENIUSZ: **Trudności w pracy dyrektorów gminnych szkół zbiorczych.** (Difficulties in the Work of District Collective School Headmasters). *Nauczyciel i Wychowanie* 1974, No. 1, pp. 31–51.

In the first part of the article the work of the district collective school headmasters is analyzed on the basis of the Ordinance by the Prime Minister dated December 13, 1972 concerning the rights and duties of the headmaster, and of the Ordinance by the Minister of Education dated January 17, 1973 concerning the scope of activities of the headmaster. In the second part of the article the author reports on a survey which embraced 133 headmasters of new, collective schools from the region of Rzeszów. The survey

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was completed in June 1973. Data were collected by means of a questionnaire circulated among headmasters selected for the survey. On the basis of the results obtained the author discusses qualifications of the headmasters, typical causes of success or failure in their work and the attitudes of the village community toward the changes in the educational system. The analysis aims at designing forms of assistance tending to facilitate the work of the headmaster.

60. POPLUCZ, JAN: **Konflikty w zespołach nauczycielskich.** (Conflicts in the Teaching Staff). PZWS, Warszawa 1973, 234 pp. bibl.

The publication devoted to the problem of conflicts among teachers on the staff of primary and secondary schools contains two parts. Part 1 reports on research carried out by the author on a sample of 1258 teachers, 3242 primary and secondary school learners and 200 primary school graduates. The aim of this research was to state the number and the size of conflicts, their length, strength and frequency and to find out pedagogical consequences of these conflicts for teachers and pupils. Investigations were carried out by means of anonyinous questionnaires and rating scales. Research results were classified according to the significance of conflict on the one hand and to the significance of its consequences, on the other. A detailed statistical analysis of the data obtained is included. Part 2 of the book is devoted to the analysis of personality types of persons susceptible to conflict situations, to ways of avoiding conflict situation and to methods of solving problem cases. Much attention is given to reducing and eliminating negative pedagogical consequences of conflicts within the teaching staff.

61. RZĄSA ADAM: **Start zawodowy młodych nauczycieli.** (The Professional Start of Young Teachers). *Ruch Pedagogiczny* 1974, No. 1, pp. 120–123.

The author reports on research which embraced 637 young primary school teachers in the region of Rzeszów. Investigations were undertaken in order to obtain data on the

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value of the pre-service teacher training in the four-year Advanced Teachers' Colleges. Research techniques used included "The Professional Start Questionnaire" by M. Maciaszek, "The First Year of School Teaching Questionnaire" by the same author, "The Headmaster's Questionnaire", A. Rząsa's "The School Inspector's Questionnaire" and the documentation of lessons visited by the members of the Local Educational Board. Additional data have been collected by means of interviews with young teachers and with their headmasters. Research revealed a satisfactory level of the methodological preparation on the part of the Teachers' Colleges graduates. Considerable difficulties were encountered only in the field of the initial instruction, i.e. grade I–III of the primary school covering children aged 7–10. Shortcomings in the teaching of young children are due to the faulty curriculum for the Teachers' College where no specialization in the initial instruction is provided, teachers of particular subject-areas being trained mostly for higher grades of the primary school. A detailed analysis follows of reasons underlying the successes and failures of young teachers in the first period of their professional work.

62. SZELĄG, IRENA: **Wpływ temperamentu nauczyciela na zachowanie się uczniów.** (The Impact of the Teacher's Temperament on the Learners' Behavior). *Chowanna* 1973, No. 4, pp. 448–464.

The article contains a report on research pertaining to the impact of extroversion and introversion in teachers on the learners' behavior. Phase 1 of research consisted in the selection of extreme personality types from a sample of primary and secondary school teachers. Phase 2 covered research on the participation of the learners at lessons, their emotional reactions and overt behavior at lessons conducted by the extrovert and introvert teachers, gesture and mimicry reactions. An analysis pertains to the behavior on the part of 18 to 20-year-old learners, since this part of the learners' sample was stated to reveal a much more objective evaluation both of the teacher's conduct and of their own emotional reactions. Statistical data are then presented pertaining to a correlation as between the

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degree of extroversion and introversion in teachers and the types of the learners' reactions. A high positive correlation index found in the research is then analyzed in detail. The positive impact of extrovert teachers is discussed in the final part of the article.

63. SZEWCZYK, EMIL (ed.): **Prace badawcze w szkole ćwiczeń — laboratorium WSP w Krakowie 1970–72.** (Research in the Experimental School — Laboratory of the Higher School for Education in Cracow 1970–1972). WSP, Kraków 1973, 63 pp. il. tab. bibl.

On the force of regulations issued by the Educational Board of the city of Cracow the primary school No. 35 functions as a laboratory for students and research workers at the Higher School for Education in Cracow. Research pertains to the validation of some new concepts of the organization of the teaching and learning processes at the primary level. The present publication reports on piloting studies and on research proper which took place during two successive school years — 1970/1971 and 1971/1972. E. Szewczyk discusses the organization of the experimental activity as well as the main trends in research work carried out by the Higher School for Education in Cracow. B. Nowecki presents research initiated and completed by the Section for the Teaching of Mathematics. J. Flis presents a review of experiments prepared by the Section for the Teaching of Geography, and A. Jagielska — of those completed by the Section for Language and Literature. Activities of the Section for the Teaching of Russian and of the Section for the Teaching of History and the Civic Section are discussed by J. Henzel and A. Kulczykowska, respectively. Research is also discussed which was carried out in the Section for Initial Instruction (M. Romanowska), in the Section for Pedagogy (A. Szyszkowski), and in the Section for Physical Education (L. Krzeszowiak and K. Wadiak). A separate article presents the experiments in teaching the mother tongue. The final chapter by E. Szewczyk contains conclusions as well as a list of rules and regulations for the experimental school.

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64. WARDASZKO-ŁYSKOWSKA, HALINA: **Rola nauczania elementów psychopatologii i psychiatrii w kształtowaniu nauczycieli.** (Psychopathology and Psychiatry as New Subjects in Teacher Training). *Szkoła Specjalna* 1974, No. 1, pp. 1–8.

The article contains a report by the head of the Psychiatric Clinic of the Medical Academy in Warsaw, delivered at the national conference on training teachers for special schools, held on May 21–22, 1973 at the Institute for Special Pedagogy. The author states that problems of psychopathology are commonly encountered not only by teachers in schools for mentally and physically deficient but also in regular primary and secondary schools, therefore elements of psychopathology and psychiatry should be included in the curricula for the pre-service teacher training. Analyzing the educational objectives and the teaching methods the author points to the underestimation of emotive factors in the learning process and stresses the value of learning by doing. Attention is then given to the role of the what is called counselling psychiatrist, who enters the teaching staff in order to work out an adequate diagnosis of individual cases and cooperating with other members of the staff designs therapeutic methods to be employed by the teachers. The value is also stressed of the what are called sensitivity groups, i.e. small teams of teachers guided by a psychiatrist who helps them to become aware of their own emotional reactions which may contribute either to their educational success or failure.

65. WYCZESANY, JANINA and PIERWOCH, IRENA: **Studia zaoczne w opinii nauczycieli studiujących.** (Extramural Studies in the Opinion of Studying Teachers). *Ruch Pedagogiczny* 1974, No. 1, pp. 106–110.

The article presents the organization of extramural studies for practising teachers. Difficulties connected with the course of studies are discussed in the light of research results obtained during a questionnaire survey on a sample of 101 students at the first and at the second year of the Higher School for Education in Cracow. Additional data have been collected by means of interviews. An analysis follows of motives underlying the learning process in the higher school on the part of the practising teachers. Atten-

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tion is given to the most common obstacles in studies. In the final part of the article the authors advance postulates concerning the indispensable changes in the organization of the extramural studies for teachers.

See also: 1, 6, 15, 83.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

1. PRESCHOOL

66. DMOCHOWSKA, MARIA: **Koncepcja nowego programu wychowania w przedszkolu.** (The New Curriculum for the Preschool Education). *Z badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 19–22.

The article is devoted to one of the most important problems of the Polish educational system, i.e. to the integration of the preschool education and to the initial instruction in grades I–IV of the primary school. The author concentrates on the new curriculum for the preschool education, the third curriculum in the postwar period in Poland, which has been constructed at the Institute for School Curricula in Warsaw. The new curriculum is divided into three parts. Part 1 contains a discussion of the theoretical foundations for the preschool education in Poland, a list of the educational objectives to be attained in the course of the preschool education of the child and a review of principles for the planning of the educational activity for successive periods of training. Part 2 contains a list of the teaching contents for four age groups and a detailed characteristics of each age group. Part 3 embraces the set of problems connected with the school readiness and the preparation of the child for entering the primary school. A review of various spheres in the school readiness is included as well as a discussion of methods and techniques to be employed with the end to attain a desired level of the intellectual, somatic, emotional and social development of the child. The author gives a brief characteristics of the new elements in the curriculum which stresses the health

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education, presents a new approach to the attitude-formation, preserves a relative autonomy of the intellectual development and considers the art education of the child to be one of the possible ways of personality formation through creative activity.

67. DMOCHOWSKA, MARIA: **Zanim dziecko zacznie pisać.** (Before the Child Starts to Write). PZWS, Warszawa 1973, 267 pp. bibl.

The publication is devoted to the system of preparing children for learning to write. Considerations pertain to the collective preschool education of children aged 3 to 7. The author aimed at providing preschool teachers with materials for the educational activity of this type as well as at presenting the most effective methods and techniques for the development of motor and mental skills indispensable for the successful start of school learning at the age of 7. Attention is given to the child's interests, psychic, mental and motor dispositions so as to utilize them properly in the preparatory educational activity at the preschool level. The preparatory system discussed by the author is meant to form a multiphase structure, at various levels of which the child is subjected to a number of stimuli eliciting desired psychomotor activities which are then automatized so as to form habitats and skills. With the end to achieve a satisfactory level of psychomotor skills the author recommends a number of games and activities of both individual and collective types.

68. HORNOWSKA, STANISŁAWA: **Metody badania i kryterium dojrzałości szkolnej dzieci 6-letnich.** (Methods of Measuring School Readiness and the Criteria for School Readiness in the Six-Year-Olds). *Psychologia Wychowawcza* 1974, No. 1, pp. 77–82.

The article is devoted to research carried out by the Vocational and Educational Advisory Center in Poznań on the subject of the school readiness. The research objective was to state methods of school readiness mesurement, list criteria for school readiness in the six-year-olds and find out prognosticating techniques for the future educa-

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tional attainment of the six-year-olds. The present analysis pertains to the value of the following methods: 1) interview with parents, 2) Terman-Merrill test, 3) Zazzo lateralization test, 4) perception test (Spionek, Stambach), 5) manual-motor test, and 6) the medical examination. Consideration is given to the criteria for the school readiness. Assumptions were made that the six-year-old who demonstrates a satisfactory level of school readiness should reveal scores equal to those demonstrated by an average seven-year-old. Reservations were, however, made that some shortcomings do not make it impossible for the child to enter the primary school as there exist types of dispositions which can be developed by means of special reeducational activities at the beginning of grade I. In order to validate the prognosticating methods a separate research was carried out on a sample of grade I and II learners who started school learning at the age of 6. Investigations covered 74 children and revealed the satisfactory educational attainment in children who were stated to demonstrate an adequate degree of school readiness on tests employed by the Center.

69. KARWOT, IZYDOR: **Kształcenie pojęć matematyki współczesnej w wychowaniu przedszkolnym.** (The Formation of Concepts from the Field of Modern Mathematics in the Preschool Education). Instytut Kształcenia Nauczycieli i Badań Oświatowych w Warszawie-Województwie, Warszawa 1973, 116 pp. il. tab. bibl.

"The Program of the Activities of the Ministry of Education for the Years 1973–1975" listed the reform of the curriculum in primary school mathematics as one of the most important tasks in the field of the general education. The Institute for Teacher Training and Educational Research carried out an experiment on a sample of five- and six-year-olds in several kindergartens located in the city of Warsaw and in the Warsaw Voivodship with the aim to state the formation of mathematical concepts in the preschool age. Investigations in phase 1 of research covered the teaching content from the field of the mathematical logic. Instruction was based on games, dramatization and group-work. Phase 2 embraced the teaching content from the field of the theory of sets, geometry and arithmetics.

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An analysis of the data obtained pertains to two basic problems, i.e. to the capabilities of the preschool children as compared to those of children entering the primary school and to the difficulties encountered by the teachers during the work according to the changed curriculum. A detailed discussion of research results is included.

70. KOSTRZEWSKA, DANUTA: **Próba zastosowania testu Bender-Koppitz do badania inteligencji dzieci czteroletnich.** (The Bender-Koppitz Test in Measuring the IQ of the Four-Year-Olds). *Przegląd Psychologiczny* 1973, No. 4, pp. 543–556.

The author reports on research pertaining to the validation of the Bender-Koppitz pictorial test for the measurement of the IQ in four-year-olds. The diagnostic validity of the test was evaluated by means of a correlation index obtained through comparison with the Stanford-Binet IQ test. Validation covered 60 children (30 girls and 30 boys) and was repeated twice. The sample was stratified into three groups according to the amount of education in parents. Research results revealed that although a considerable degree of correlation as between the Stanford-Binet and the Bender-Koppitz tests was found, the Bender-Koppitz test should be used for children aged 5–10 rather than for the four-year-olds. It has also been stated that girls score higher on the test than the four-year-old boys, the difference being small, yet statistically significant. The Bender-Koppitz test proved, however, more suitable for the measurement of perceptive-motor skills and the sight-motor coordination.

2. PRIMARY

71. BALIŃSKA, HANNA and NOWAKOWSKA, JADWIGA and PAKUŁA, LONGINA: **Szkoły podstawowe w świetle wyników egzaminów wstępnych w latach 1968–1972.** (The Quality of Instruction in Primary Schools in the Light of Entrance Examinations to Secondary Schools in the Years 1968–1972). Instytut Kształcenia Nauczycieli i Badań Oświatowych w m.st. Warszawie, Warszawa 1973, 2 pp., V, tab. 70.

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The publication contains a report on the quality of instruction in the field of the mother tongue and mathematics in the Warsaw primary schools. The quality of instruction was investigated by means of a comparative analysis of scores obtained on the mother tongue and mathematics tests by graduates from primary schools who applied for the enrollment in general and vocational secondary schools giving the right to enter universities. Research objectives were: 1) to state differences in the level of learners from various schools in the region of Warsaw, 2) to state differences between the primary school evaluation and the secondary school evaluation, 3) to compare the criteria for the evaluation of educational achievement employed in primary and in secondary schools, and 4) to find out trends in the evaluation of learners by primary school teachers in the course of five years. A detailed analysis of the results obtained is included, attention being also given to the educational aspiration of primary school graduates, to a correlation as between the final primary school evaluation and the choice of the secondary school as well as to a correlation as between the secondary school evaluation and the choice of school.

72. CHYLIŃSKA, HELENA: **Test cichego czytania.** (The Reading Comprehension Test). *Psychologia Wychowawcza* 1974, No. 1, pp. 83–93.

The author presents the results of research on methods of reading comprehension measurement. A new reading comprehension test has been constructed by the author. Standardization procedure covered a sample of 1154 learners from the primary school. A detailed analysis of the data obtained is presented in the article. Attention is also given to a correlation as between the score on the test and the educational attainment in the field of mathematics and the mother tongue, and as between the score on the test and the amount of education in parents. The results of research demonstrated a high level of interdependence between the educational attainment and the level of reading comprehension skills, especially in the lower grades of the primary school. In the final part of the article the author presents

various possible ways of utilizing the data obtained by means of the test.

73. DUNIN-BORKOWSKI, JAN and SADURA, WIKTOR: **Prace nad koncepcją nowego podręcznika fizyki dla szkoły podstawowej.** (Research on the Construction of a New Handbook of Physics for the Primary School). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 45–48.

In connection with the curriculum changes in several subject-areas taught in the primary school a need arose to construct a new handbook of physics for the students accompanied by the teacher's book. The main objective of research initiated at the Institute for School Curricula was to construct a handbook which would promote problem-solving on the one hand and enable the learners to fix the knowledge acquired at school, on the other. The teacher's book will contain two parts. Part 1 will discuss the educational objectives to be attained in the teaching of physics to primary school learners, analyze the teaching content of the student's book and specify methods to be employed in the course of instruction. Part 2 will contain a detailed discussion of classroom techniques for particular lessons, the structure of each lesson and the teaching aids to be employed. Both the student's book and the teacher's guide will be published for tryout which will take place in 15 primary schools during the school year 1973/1974.

74. GABRYELSKI, EUGENIUSZ (ed.): **Narzędzia pomiarów wyników nauczania wybranych przedmiotów w szkole podstawowej. Aneks do pracy zbiorowej "Dydaktyczne funkcje szkoły opolskiej".** (Instruments for the Evaluation of the Educational Attainment for Selected Primary School Subjects. An Annex to the Publication Entitled "Educational Functions of School in Opole"). Kuratorium Okręgu Szkolnego i Okręgowy Ośrodek Metodyczny, Opole 1973, 196 pp. il. tab.

The publication prepared by several authors contains tests for the evaluation of educational attainment in the primary school, i.e. for learners aged 7–15. The following measurement instruments are included: 1) grammar and spelling test for grade IV (J. Bartków and M. Dućko), 2) vocabulary test for grade V (J. Konopnicki), 3) grammar

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test for grade VIII (Z. Bąk and H. Mazurkiewicz), 4) the Polish version of Pigeon's verbal test (J. Konopnicki), 5) mathematics tests for grades VI, VII and VIII (J. Klimas), 6) physics tests for grades VI, VII and VIII (E. Gabryelski, J. Kusek, A. Ożarska, and W. Podgórski), 7) chemistry tests for grades VII and VIII (D. Nakoneczna), 8) biology tests for grades VI, VII, and VIII (J. Gilowski) and 9) geography tests for grades VI, VII and VIII (J. Majewski). All the above mentioned tests have been constructed on the basis of the taxonomy of the educational objectives and of the curriculum analysis. All of them bear the character of diagnostic and achievement tests. The scoring key is also included.

75. JAGODZIEŃSKA, MARIA: **Rola obrazów wzrokowych w uczeniu się materiału słownego.** (The Role of Visual Images in the Learning of Verbal Material). *Psychologia Wychowawcza* 1973, No. 4, pp. 469–484.

The problem of the role of visual images in the learning of the verbal material forms a part of the vast field covering the cooperation of pictorial and verbal stimuli in the learning processes. The author presents a review of research carried out in Poland and abroad as well as quotes a number of opinions on the subject. Three types of learning situations are discussed: 1) the learning material being presented in the pictorial form, 2) the learning material being presented in the verbal form, and 3) the graphic material being presented in a combined pictorial-verbal form. Attention is given to a correlation as between the ability to form images on the basis of verbal stimuli and the individual psychomotor development of the subject. An analysis follows of presentation methods in the educational system of the Polish school, where verbal material is usually accompanied or illustrated by a variety of flashcards, maps, slides, films, etc. The author discusses requirements and principles pertaining to the adequacy of verbal and visual stimuli and to the suitability of the pictorial form to the age of the school-child. Considerations are based on the assumption that the combination of visual and verbal stimuli proves to be the most effective of the three techniques discussed in the first part of the article.

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76. KŁECZEK, KAZIMIERA: **Aktywność uczniów w procesie nauczania i wychowania.** (The Participation of Learners in the Educational Process). *Życie Szkoły* 1974, No. 1, pp. 1–7.

The aim of the article is to point out the significance of the learners' participation in the educational process and to present methods eliciting and increasing this participation. Attention is given to factors influencing the level of the learners' participation at lesson such as the personality and qualifications of the teacher, his ability to employ active and heuristic methods, the programmed instruction, problem-solving techniques and individualization. Methods of motivating the learners for active participation at lesson are then discussed on the example of several methodological problems from the field of the initial instruction (grades I–III of the primary school) such as, for instance, the teaching to write, the developing of reading habits, etc.

77. ŁOBOCKI, MIECZYSŁAW: **Metody badań pedagogicznych klasy szkolnej.** (Techniques for the Research on the School Class). Uniwersytet Marii Curie-Skłodowskiej, Lublin 1973, 218 pp. il. tab. bibl.

The publication is designed for students, research workers and teachers engaged in experimentation. The author presents a review of basic methods and technique employed in the educational research. The book contains seven chapters. Chapter 1 is devoted to observation techniques, chapter 2 to experimental techniques and chapter 3 to the construction and utilization of achievement and diagnostic tests. Sociometric techniques are discussed in chapter 4, rating scales — in chapter 5 and questionnaires in chapter 6. The final chapter presents the interview as a diagnostic technique.

78. REYKOWSKA, ANNA: **Z warsztatu pracy nad programami nauczania przedmiotów humanistycznych.** (On the Curriculum Construction in Humanities). *Z Badań nad Treścią i Metodami Kształcenia Ogólnego* 1973, No. 1, pp. 35–39.

The author discusses the assumptions of the existing curricula in humanities for primary and secondary schools. Selection and gradation of the teaching content are presented

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as well as knowledge, habits and skills forming the total educational attainment aimed at in the course of schooling. An analysis follows of changes in the present-day culture which call for the construction and validation of new curricula for all types of schools. The new curricula should make use of the knowledge already acquired by the learner through the mass media and interpersonal contacts. It is also extremely important to ensure possibilities to develop individual interests at each level of schooling. Attention should also be given to the thinking skills of the learners as well as to problem-solving. With the end to furnish data indispensable for the construction of the new curricula the research will be initiated at the Institute for School Curricula in Warsaw on the educational values of the existing curricula and handbooks. The diagnostic study will form a basis for the improved selection and gradation of the teaching content in humanities.

79. ŚNIEŻYŃSKI, MARIAN: **Problem preorientacji zawodowej w świetle badań.** (Vocational Preorientation in the Light of Research). *Ruch Pedagogiczny* 1974, No. 1, pp. 96–106.

The author discusses the system of educational activities carried out by primary, vocational and general secondary schools in the field of imparting knowledge of the nature and characteristics of the most important professions with the aim to help the learners to properly choose a profession after gradation. The system of vocational preorientation is presented on the basis of research which was initiated by the author in 1972 on a sample of 431 students of 13 primary, general secondary, and vocational secondary schools located in both urban and rural regions.

In the first part of the research report data are presented which refer to the vocational preorientation system in the eight-year primary school. Sources of information concerning the future profession are listed as well as the types of the learners' decisions and the most common choices made by the students.

In the second part of the article the author discusses the vocational preorientation in postprimary schools of various types. Attention is given to causes underlying the choice of

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a given secondary school, to school reality as compared to information obtained in the primary school and to the learners' postulates with regard to the system of vocational preorientation during the school learning.

80. STACHURA, JAN: **Badanie umiejętności rozwiązywania tych samych zadań tekstowych.** (Research on the Skill to Solve Text-Problems). *Życie Szkoły* 1974, No. 1, pp. 47–52.

The article presents research initiated by Vocational and Educational Advisory Center in Końskie in the years 1971–1972. The research objective was to state the prognostic validity of the evaluation of educational attainment in the field of mathematics. Investigations embraced 168 primary school pupils. Phase 1 of the research was completed in June 1972 and consisted in administering a test battery of text-problems measuring attainment in the field of mathematics. Phase 2 took place a year later and embraced all the learners who had formed the first sample. Research revealed the increase in the average attainment. A detailed analysis of the statistical data is included in the article. A report is also presented on phase 3 of the research which consisted in psychological and intelligence testing of learners who revealed low educational attainment on the test battery administered in phase 1 and phase 2.

81. WIĘCKOWSKI, RYSZARD: **Problem indywidualizacji w nauczaniu.** (Individualization in Teaching and Learning Processes). Ossolineum, Wrocław 1973, 233 pp. bibl. Sum.

The book deals with the set of problems connected with the individualization in teaching and learning processes and is based on research which was carried out by the author during the years 1964–1969 on a sample of 442 learners from grades III and IV of primary schools located in various regions of the country. Investigations which took place in both urban and rural schools were completed by means of natural experiments, laboratory experiments and observation techniques. Special attention was given to the following variables: 1) memory span, 2) spatial orientation, 3) logical reasoning, 4) mathematical reasoning, 5) understanding of concrete and abstract con-

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cepts. Successive chapters discuss the methodology of the research, its course, basic interrelationships between independent and dependent variables and conclusions. Conclusions pertain to the value of the problem-solving instruction, group work and the differentiated instruction at the primary level. Attention is also given to the social structure of the school class with regard to the teaching methods employed by the teacher.

82. WILGOCKA-OKOŃ, BARBARA: **Budżet czasu uczniów szkół podstawowych i średnich.** (Time Budget of Primary and Secondary School Learners). *Nauczyciel i Wychowanie* 1974, No. 1, pp. 56–65.

The article constitutes a part of a research report pertaining to the time budget of school learners. Investigations were initiated by a team of research workers from the Institute for Educational Research in Warsaw. The following variables were taken into consideration: curricula, handbooks, the size of school, its equipment, the number of staff members, their qualifications, the structure of lessons and non-lesson activities, the intellectual level of the learners, their health, susceptibility to tiredness, living standards, participation in culture, the amount of education in parents, the scope of the parental care and the level of parental aspirations with regard to the child's education. The research objective was to state the degree of overburdening learners in school and at home as well as to point out factors decisive for the scope of school- and homework. The research embraced 472 learners from grades V–VII of 259 primary schools, 360 learners from 45 general secondary schools and 328 learners from 13 vocational secondary schools in urban and in rural regions. The sample of 1160 learners was a result of the two-stage random sampling which embraced schools in the first phase and learners in the second one. The following research instruments were administered: the headmaster's questionnaire, the teacher's questionnaire, the form-master's questionnaire, the learner's enquiry, the time budget inventory, Raven's test and the tiredness test. On the basis of the data collected a number of postulates were advanced pertaining to the construction of school cur-

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ricula and to the organization of the educational process in schools of various types and levels.

83. WOYCZYŃSKA, MARIA (ed.): **Orientacja zawodowa w szkole podstawowej. Materiały pomocnicze dla nauczycieli.** (Vocational Preorientation in the Primary School. Supplementary Materials for Teachers). "Książka i Wiedza", Warszawa 1973, 294 pp.

The publication has been approved by the Ministry of Education as an obligatory supplementary teacher's guide presenting guidelines for the vocational preorientation in the primary school. Information included in the publication bears an informative character and presents an ample exemplificatory material based on the experience of several primary schools in Łódź and in Warsaw. Part 1 discusses principles of planning and organizing the preorientation activity. A number of examples follow drawn from the educational plans of one of the model Warsaw schools where the preorientation activity is carried out during four years of instruction in grades V–VIII (learners aged 11–15). Part 2 discusses a variety of techniques suitable for acquainting primary school learners with the specific character of several professions. Attention is given to the what are called formmaster's lessons, i.e. non-subject periods during which the formmaster settles a number of educational problems with his group. Considerations are also included pertaining to the curricula in the mother tongue, geography and science where information is also transferred on the subject of professions exercised by the citizens. Two main groups of problems are here presented, i.e. the selection of information and methods and techniques of transmitting information.

See also: 41.

3. SECONDARY

84. BADZIĄG, KAZIMIERZ (ed.): **Metodyka nauczania fizyki w szkole średniej.** (The Teaching of Physics to Secondary School Students). Państwowe Zakłady Wydawnictw Szkolnych, Warszawa 1973, 389 pp. tab. il. bibl.

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The publication designed for the secondary school teachers of physics presents a vast number of problems connected with the teaching methodology at the level of the general secondary school for learners aged 15–19. The book is divided into three parts. Part 1 discusses the role of physics in the overall curriculum structure, the scope of the teaching content in the curriculum, the selection and gradation of the educational content, much attention being given to the taxonomy of the educational objectives. Part 2 presents main educational principles pertaining to the teaching and learning processes, discusses various possible approaches to the organization of the teaching process and presents a review of the teaching methods and classroom techniques. Part 3 contains exemplificatory materials in the shape of lesson plans, examples of laboratory activities, classroom discussions and demonstration classes.

85. KOMOROWSKA, HANNA: **Zasady konstrukcji testów a poziom zaawansowania językowego uczniów (klasa I).** (Test Construction and the Level of FL Acquisition in Grade I of the Secondary School). *Języki Obce w Szkole* 1974, No. 1, pp. 29–38.

The article is the first in the series on the subject of evaluating the educational attainment in foreign language teaching to secondary school learners. Recommendations on planning the test and item construction are designed for the educators carrying out the evaluation on a national scale as well as for teachers administering the teacher made tests, similarities and differences between the two procedures being discussed at length. The present article contains an analysis of the educational objectives formulated in the FL curriculum for grade I of the four-year general secondary school. Attention is given to recognition and production of linguistic elements at the phonological, lexical and syntactic levels and to the four basic language skills. Suggestions follow on the subject of the construction and scope of the test-battery for grade I, i.e. for beginners. Assumption is made that item construction should differ according to the level of the FL acquisition, therefore testing techniques specially advisable for the first year of instruction are discussed at length. Emphasis is here given to the necessity to reduce the intervening vari-

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ables in test items such as, for instance, the reduction of the reading comprehension variable in paper and pencil vocabulary tests constructed by means of the completion technique. A detailed discussion pertains to the construction of subtests measuring the auditory discrimination, pronounciation, recognition and production of vocabulary and grammatical structures, listening and reading comprehension, speaking and writing skills and communicativeness.

86. PAŃTAK, LEOPOLD (ed.): **Testy dla szkół średnich.** (Tests for the Secondary School). Instytut Kształcenia Nauczycieli i Badań Oświatowych, Wrocław 1973.

Vol. 1: Niemierko, Bolesław and Batke, Jolanta and Pomianowska, Emilia: Testy osiągnięć szkolnych. (Achievement Tests). 72 pp. il. tab. bibl.

Vol. 2: Patrzałek, Tadeusz: Język polski. (The Polish Language). 99 pp. tab.

Vol. 3: Adamczyk, Mieczysław: Propedeutyka nauki o społeczeństwie. (The Science of the Society). 77 pp.

Vol. 4: Riedl, Celina: Język rosyjski. (The Russian Language). 52 pp. tab.

Vol. 5: Kraus, Zbigniew: Matematyka. (Mathematics). 95 pp. il. tab.

Vol. 6: Bączkowski, Ryszard and Czupiał, Krystyna: Chemia. (Chemistry). Aszkiełowicz, Aleksander and Kędzierski, Czesław and Pomianowska, Emilia: Fizyka. (Physics). 123 pp. il. tab.

Vol. 7: Ciszewska, Halina and Koszarski, Włodzimierz: Geografia. (Geography). 103 pp. il. tab.

Vol. 8: Łukasik, Zofia: Biologia. (Biology). 77 pp. tab.

Vol. 9: Stankowska, Klara: Wychowanie muzyczne. (The Music Education). Kłosowicz, Halina and Pawlicki, Ryszard and Widalis, Jerzy: Wychowanie plastyczne. (The Fine Art Education). 64 pp. il. tab.

Vol. 10: Jakimczyk, Janina: Ekonomika polityczna. Ekonomika i organizacja przedsiębiorstw przemysłowych. Ekonomika i organizacja handlu. Księgowość. Towaroznawstwo. (The Political Economics. The Economics and Management of Industrial Plants. The Economics and the Organization of Trade. Bookkeeping. Science of Commodities). 77 pp. tab.

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Vol. 11: Wereszko, Jerzy: Technologia i materiałoznawstwo dla szkół włókienniczych. Ekonomika przedsiębiorstw przemysłowych. (Technology and Knowledge of Commercial Materials. The Economics of Industrial Plants). 53 pp.
Vol. 12: Słowik, Franciszek: Rysunek techniczny. (Draft). 120 pp.

The series contains 12 volumes, the first of which presents the theory of attainment testing, test construction, validation and scoring. The eleven successive volumes discuss testing in particular subject-areas and present examples of test items. A bibliography by K. Błażewicz and H. Nowicka is included in Vol. 1.

See also: 78, 82.

4. VOCATIONAL

87. KARPIŃSKI, JAN: **Szkolnictwo zawodowe w przededniu zmian.** (Vocational Schooling Approaches the School Reform). *Głos Nauczycielski* 1974, No. 6, pp. 6, 7.

The author discusses the following changes to be introduced to the system of the vocational education: 1) small schools having no satisfactory equipment and not enough qualified teachers will be liquidated, 2) several small schools will be united into big educational centers under uniform supervision, 3) the number of students enrolled in non-full secondary vocational schools of building engineering, agriculture, mining, metallurgy and transport will be increased, 4) the number of students enrolled in full secondary vocational schools will be diminished because of the surplus of graduates, 5) the list of professions and specializations will be modernized with the aim to work out curricula for a smaller number of broad-profile professions, 6) the teaching methods and classroom techniques for the vocational education will be modernized, 7) the equipment of workshop and laboratories will be modernized, 8) close links of vocational schools with the industrial plants will be established, 9) the number of practical classes will be increased as compared to the academic subjects, and 10) individualization in the teaching and learning processes will be promoted.

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88. KOWALCZYK, WŁADYSŁAW: **Hospitacja kształcenia praktycznego i jej znaczenie w procesie przygotowania do pracy zawodowej.** (Visiting Practical Classes in the Vocational School). *Szkoła Zawodowa* 1974, No. 1, pp. 15–18.

The article contains guidelines for school inspectors and headmasters as concerns the visiting practical classes in vocational schools of all types. Attention is given to the subject of the lesson which demonstrates the degree of correspondence as between the curriculum and the course of instruction in a particular school, to the preparation of the teacher for the classroom discussion which helps to make inferences pertaining to his qualifications, on the one hand, and his systematicity and abilities, on the other, to the lesson construction, methods and techniques employed by the teacher. The specific character of practical vocational subjects makes it indispensable to control types of instructions formulated by the teacher, demonstration preceding the learners' activity, the system of drills introduced by the teacher, corrective exercises and evaluation criteria. Much place is also devoted to the attitude-formation at lessons of practical vocational subjects and especially to the formation of positive attitudes toward labor, toward the future profession and toward the social property. Stress is then given to the development of independence in overcoming obstacles, to the formation of the creative attitude toward professional problems and to eliciting wide interests in vocational school learners. In the final part of the article the author presents recommendations for school inspectors and headmasters concerning the way of discussing the lesson with the vocational school teacher.

89. ZIELIŃSKI, EUGENIUSZ: **Na warsztacie — model szkolnictwa rolniczego.** (The Model of the Agricultural Education). *Życie Partii* 1973, No. 3, pp. 8–9.

Considering the model of the agricultural education in the transitory period preceding the full implementation of the school reform in Poland the author concentrates on the changes in the qualifications of agricultural workers in the state sector and on the changes in the structure

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of employment with regard to graduates from non-full and full-secondary agricultural schools. It is postulated to promote the what is called environmental agricultural schooling in the three-year postprimary agricultural school, in the four-year agricultural lycée and in the three-year vocational school for agriculture. Small, inadequately staffed and equipped agricultural schools should be joined within collective agricultural centers in charge of the agricultural education in the whole district. During the implementation of the school reform which will consist in establishing 10-year obligatory secondary schools, agricultural schools should be gradually changed into vocational schools enrolling graduates from the 10-year school. Much greater flexibility should also be ensured in the field of curricula and specializations, because of the differentiation of agricultural demands in particular regions of the country.

See also: 16.

5. HIGHER

90. DENEK, KAZIMIERZ: **Pomiar i ocena wyników nauczania w szkole wyższej.** (Educational Measurement and the Evaluation of the Educational Attainment in Higher Schools). *Dydaktyka Szkoły Wyższej* 1973, No. 4, pp. 57–74.

In the first part of the article are discussed the most common shortcomings in the educational measurement and in the evaluation of the educational attainment carried out by the teaching staff at colleges and universities. Possibilities are then presented of improvements in the present state of the evaluation. Modern testing techniques are considered against the background of writings on the subject in the Soviet Union and in Poland. A review follows of the most useful forms of the objective control, stress being laid on validity and reliability indices of particular testing techniques. Postulates are then advanced pertaining to the systematization of the evaluation techniques in Polish higher schools.

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91. RAKOWSKI, GUSTAW: **W sprawie kształcenia inżynierów.** (Training Engineers). *Życie Szkoły Wyższej* 1973, No. 12, pp. 38–47.

The author points out the necessity to adjust the system of training engineers to the present and future demands of the national economy and discusses shortcomings in the reform of the curricula and teaching plans for studies at technological universities which was carried out in 1971–1972. The reform in question established a uniform course of studies in higher technological schools, i.e. all the students were to be trained at the academic level obtaining the M.Sc. degree at the end of studies. In the present article the author discusses a new concept of training engineers which takes into consideration both the needs of the national economy and the individual interests and dispositions of students. The draft of pre-service training of engineers is also based on the quidelines included in the "Report of the State of Education in Poland". The main postulates of the author are the following: 1) to introduce three-year vocational studies, 2) to establish parallelly an M.Sc. course lasting 4–6 years and ensuring a more theoretical technological education for future highly qualified specialists and researchers, 3) to establish a 2–3 year doctoral courses for gifted students, 4) to introduce obligatory in-service courses for all practising engineers, and 5) to change the selection and gradation of the teaching content according to the detailed recommendations included in the article.

92. ROWIŃSKI, LEON and TELICZEK, JADWIGA: **Statyczna efektywność dydaktyczna wyższej szkoły technicznej.** (The Static Effectiveness of Instruction at the Technological University). *Dydaktyka Szkoły Wyższej* 1973, No. 4, pp. 3–28. Rez. Sum.

The authors report on research which embraced a sample of students at the Technological University of Gliwice during the years 1966–1971. Phase 1 of the research is here discussed which aimed at the calculation of the static efficiency of instruction at the Technological University. Static efficiency has been defined as qualitative and quan-

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titative indices of the efficiency of instruction for the successive academic years in the training of engineers with university degrees. The quantitative efficiency has been demonstrated in the percentages of drop-out and screening at particular year groups as well as in the scope and number of decisions pertaining to the study speed. Qualitative efficiency indices have been sought in the evaluation of the educational attainment in each subject-area. Ample statistical material is presented in tables and diagrams.

93. WÓJTOWICZ, WOJCIECH: **Z badań dynamiki poziomu aspiracji.** (Research on the Dynamics of the Aspiration Level). *Przegląd Psychologiczny* 1973, No. 4, pp. 457–471. Rez.

The author reports on the experiment which has been carried out in the Department of Psychology of the Łódź University. Investigations aimed at stating the impact of motivation processes upon the aspiration level in solving simple experimental problems. Experiment embraced 54 adolescents aged 16–18 and consisted in solving manual, intellectual and skill problems. In each case the aspiration level as well as the attainment level were observed. Additional data were collected by means of several personality scales. The interpretation of the data obtained is presented. Motives are here classified into: 1) ambitional, 2) cognitive, 3) minimalistic, and 4) negative. A detailed analysis of motivational differences follows as well as of changes in the aspiration level according to the varying degree of problem valence.

See also: 63.

6. ADULT

94. BRON-WOJCIECHOWSKA, AGNIESZKA: **Motywy kształcenia się słuchaczy polskiego i duńskiego uniwersytetu ludowego.** (Motivation for Learning at the Polish and Danish Open Universities). *Przegląd Pedagogiczny* 1973, No. 4, pp. 135–144.

The article contains a comparative study of motives underlying the enrollment in Polish and Danish open univer-

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sities. An analysis is made of motivation for the continuation of learning, on the one hand, and for the learning at the open university in particular, on the other. Investigations were carried out by means of questionnaires and interviews and embraced 54 participants of the open university at the Polish little town of Większyce and 68 participants of the similar educational institution in Denmark. Research was based on a piloting study carried out in Denmark in 1969 on a sample of 48 open university students. A detailed characteristics of the open university in Denmark and in Poland is presented, stress being given to the fact that in both countries the amount of education in students is varied and that urban adolescents form a considerable percentage of students. An analysis of motives for learning is then included. Practical, social and cognitive motives are distinguished, practical and social ones being found to prevail at the Polish open university, social and cognitive — at the Danish one.

95. PACEK, STEFAN: **Zainteresowania dorosłych samowychowaniem.** (Adult Interests in Self-Education). *Przegląd Pedagogiczny* 1973, No. 4, pp. 120–134.

The article contains a report on research pertaining to the self-education in adults with regard to the motivation for self-education, the impact of the local environment on the formation of interests in self-education and to the educational ideals followed. Investigations embraced 304 subjects in five age groups: 16 to 19; 20 to 24; 25 to 34; 35 to 44 and above 45. Questionnaires have been administered among adults enrolled in primary school for working adults in Warsaw, in the correspondence secondary school in Warsaw, in the vocational school for building engineers which trains adult students and in the Advanced Teacher's College in Siedlce. An analysis presented in the article pertains to a part of the sample, i.e. to adults who declared interest in self-education. Types of motives underlying self-education are discussed as well as the ideals followed.

96. URBAŃCZYK, FRANCISZEK: **Problemy oświaty dorosłych.** (Adult Education). PZWS, Warszawa 1973, 486 pp.

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The book deals with the most important questions of the adult education in the Polish People's Republic. Part 1 of the publication is devoted to basic concepts connected with adult education. Origin, the social role of adult education, its educational objectives are discussed as well as the main trends in the educational activity in this field. Much attention is given to the permanent education and to the mass culture. Part 2 concentrates on the sociological analysis of needs connected with adult education as demonstrated by various social groups. Consideration is given to the role and tasks of adult education with respect to women, old people, families, rural youth, etc. Part 3 discusses the functioning of educational institutions integrated within the Polish adult education. A detailed analysis follows of the activity of evening and correspondence schools, extramural courses, open universities, libraries, day-clubs, houses of culture and amateur artistic movement circles. Attention is given to the achievement of these institutions, much place is, however, devoted to the shortcomings in their activity and to ways of improving the present situation in this field. Each chapter of the publication contains a list of bibliographical items on the subject which may be useful for social workers and educators.

7. SPECIAL

97. BŁASZKIEWICZ, RYSZARD: **Absolwenci szkół specjalnych dla upośledzonych umysłowo (pracujący zawodowo) w świetle samooceny.** (Graduates from Schools for the Mentally Handicapped. Their Self-Evaluation). *Szkoła Specjalna* 1974, No. 1, pp. 26–35.

The author discusses the professional adaptation of graduates from special schools for the mentally handicapped. Data pertaining to their life in the new environment and to stresses and emotions connected with the professional work have been collected during the research on a sample of 500 mentaliy handicapped graduates from primary and special vocational schools in the region of Katowice. The article presents ample statistical material concerning the type of the profession exercised, the living conditions,

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the marital status of the subjects, their attitude toward the environment and the profession, their aspiration level and self-evaluation. Research results conform the possibility of full adaptation to the environment on the part of the mentally handicapped.

98. BORZYSZKOWSKA, HALINA: **Kształtowanie motywów uczenia się dzieci umysłowo upośledzonych.** (Eliciting Motivation for Learning in Mentally Handicapped Children and Adolescents). Uniwersytet Gdański, Gdańsk 1973, 233 pp. tab. bibl.

Part 1 of the publication contains a review of Polish and foreign writings from the field of psychology, psychiatry and education on the subject of the nature and types of motivation. Part 2 reports on research which was carried out during the years 1967–1969 on a sample of 400 children from grades II–VIII in 19 special primary schools in the regions of Gdańsk, Olsztyn, Bydgoszcz and Koszalin. The research objective was: 1) to state the most common types of the motivation for learning in mentally handicapped children, 2) to list factors exerting influence on the motivational level, and 3) to work out methods and techniques to be employed by special school teachers with the end to elicit positive motivation for learning in the mentally handicapped. The author discusses the research design which contained two phases. In phase 1 a diagnosis of motivation in special school learners was completed and in phase 2 a set of techniques for eliciting and developing positive motivation for learning was worked out. An experiment was then initiated aiming at the validation of methods and techniques designed by the author. The course of the experiment and the results obtained are discussed in detail.

99. WILINKIEWICZ, TADEUSZ: **Efektywność instrukcji słownej, pokazowej i słowno-pokazowej w uczeniu się wykonywania konstrukcji z klocków przez uczniów szkoły specjalnej.** (The Value of Verbal, Demonstration and Verbal-Demonstration Instruction in the Learning of Building Blocks Construction by Special School Learners). *Psychologia Wychowawcza* 1974, No. 1, pp. 93–99.

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The author presents problems connected with the organization of the learning processes in mentally handicapped or retarded children from special schools. Considerations are based on the research carried out in 1970/71 on a sample of 411 learners from two primary special schools in Elbląg. The sample of learners aged 8–18 were divided into three groups of equal age and intelligence quotient measured by Binet-Terman and Wechsler tests. Group A was learning according to verbal instructions, group B according to immediate demonstration and group C according to the combined verbal-demonstration technique. The learning index was formed by the number of instruction repetitions needed by the learner to properly solve the learning problem. An analysis of the research results revealed that the number of repetitions decreases with the age of the learner and that the mixed technique proves to be more efficient in the statistically significant majority of cases. Results were then compared to the attainment of learners in regular primary schools where the mixed technique also proved to be the most effective. Demonstration was stated to be second effective, while verbal instructions yielded the lowest results in all the cases.

100. WOSIŃSKI, MAREK: **Skuteczność prób modyfikowania zachowania dzieci schizofrenicznych a postawy rodzicielskie ich matek.** (The Effectiveness of Modifying Behavior in Schizophrenic Children and the Educational Attitudes of Their Mothers). *Przegląd Psychologiczny* 1973, No. 4, pp. 473–482.

The article deals with the etiology of schizophrenic behavior in children and with attempts at the modification of behavior in schizophrenic children below the age of 10. Research on the subject was carried out in two clinical hospitals in Cracow and in Gdańsk. The sample was formed by 16 schizophrenic children. Investigations were carried out by means of the medical documentation analysis and of the categorized interview with the mothers. In four cases the atmosphere in the home environment was stated to be satisfactory. All other cases were characterized by growing conflicts between the child and the rest of the family. Two types of the educational attitudes were stated in mothers who had to face a difficult situa-

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tion of the ineffectiveness of sanctions, lack of the child's interest in the life of the family and the impossibility to establish contacts with the child. Most of the mothers demonstrated too much care for the child, which seemed to be inappropriate from the socialization point of view, some were, however, stated to reveal hostility toward the child. Almost all fathers did not participate in the family education. An analysis follows which does not reveal any cause-result link between the atmosphere in the family and the mental disease of the child. The author states that parental attitudes and educational errors are results rather than causes of behavioral disturbances in children.

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